

The BUSINESS EDUCATION World

JAN 5 1942

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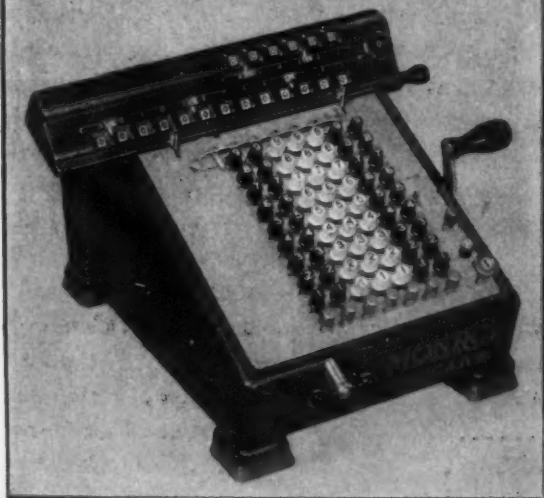
JANUARY
1942



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Educational Department, ORANGE, N. J.

The Teacher's Right To Be Ignorant

APROPOS OF THE CRITICISMS OF THE NATIONAL TEACHER-EXAMINATION¹

I. L. KANDEL

IN the light of certain trends in education, it was to be expected that the recently established Teacher-Examination Service of the American Council on Education would be subjected to criticism.

Among those criticisms, the fear that a national examination would interfere with the local autonomy of teacher-preparation institutions and of administrative authorities was anticipated and was adequately met in the pamphlet on the teacher examinations issued by the national committee in charge.

The fear is based on a complete misunderstanding of the examination and its place in a much-needed movement to raise the level of the competence of teachers. There is no more danger to local autonomy from this examination than from the accrediting systems, which, at long last, are moving from quantitative to qualitative standards. There is no more danger to local autonomy from this examination than there is from the scheme of evaluation adopted by the Progressives for the thirty-secondary-schools experiment.

Only ignorance of similar trends in other directions can explain fear of the danger of interference. Some seventeen states (possibly more) have established all-state high-school tests without any serious objection from high school teachers, principals, and administrative authorities.

In the field of medical studies there has been created, under the auspices of the Association of American Medical Colleges, a committee to administer medical-aptitude tests to prospective applicants for admission to medical schools and colleges. The numbers taking these tests have increased year by year since their adoption. Individual medical colleges may do whatever they please about the results—they may require them, they may ignore them, they are free to add whatever other requirements they wish to set up for their own institutions.

At a recent meeting, the Association of American Law Schools was urged to adopt an analogous system of legal-aptitude tests for admission to law schools.

The instances could be multiplied; they furnish evidence of a desire to set up not a uniform control of education throughout the

¹ Reprinted from *School and Society*, Vol. 51, No. 1330, June 22, 1940, by permission.

country but a uniform standard of basic educational currency. Each educational institution is left to adopt its own methods and devices for attaining this standard. Without such a standard, the honest intentions of institutions, which are not few in number and which are seeking to raise the standards of admission to teacher-preparation, must inevitably be thwarted as long as inferior institutions remain to compete with them on the basis of credentials and labels which the public and school officials are unable to evaluate.

The public has for too long a time been fooled by base currency in education, and for too long a time it has been allowed by those responsible for the progress of education to remain in ignorance of the standards of teaching competence that should be commensurate with the money that it pours into education.

The country has reason to be proud of the variety, flexibility, and adaptability of its educational institutions; but when the standards of teaching competence and all that this means are weighed in the balance, much is found to be wanting.

Revelation in a Survey

There has been no more startling revelation in recent American education than the information published in the Carnegie Foundation's bulletin, "The Student and His Knowledge," based on a survey of secondary and higher education in Pennsylvania. On the general cultural tests administered in connection with this survey, it was found that, with negligible exceptions, prospective teachers averaged lower than college students preparing for other professions than teaching.

Three education groups . . . achieved averages below the average achievement of high school students two years less advanced. . . .

The results concern two large groups of prospective teachers about to graduate from college. . . . In both tests the teachers' average was below the average total score for the entire group and was below all other group averages except those of the business, art, agricultural, and secretarial candidates. . . .

The median score of the teachers is 626. Above this are the scores of 12 per cent of the high school seniors; 22 per cent of them have scores

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above 25 per cent of the teachers. Seven per cent of the prospective teachers make lower scores than 36 per cent of the high school pupils. Thirteen per cent of the high school participants score higher than 44 per cent of the college group.

Variability of Standards for Teachers

Similar evidence of the variability of standards in institutions for the preparation of teachers is contained in the 1940 "Report on the Co-operative Testing Program" of the Teachers College Personnel Association. In the following quotation, Table XV gives "the average of the SD scores made on all the tests taken from 1931 to 1939, inclusive, by the entrants to 106 teachers' colleges":

If it were possible to print the names of the teachers' colleges, Table XV would be very valuable to a college registrar in evaluating transcripts from other institutions.

For example, the average student in College 1 is two standard deviations above the average student in College 103 in ability to do college work. This would indicate that an average grade in the first school would represent a very much higher standard of excellence than the average grade in the latter college.

If the "average" entrant in each of these two schools were placed on a scale representing all teachers'-college entrants, approximately two-thirds of the group would lie between these two entrants.

Similar values may be obtained from noting the relative standing of other institutions not so widely separated on the scale.

When to these facts are added the further facts that thousands of teachers in high schools are teaching subjects which they themselves have never studied and that low standards of certificating elementary-school teachers still prevail in some parts of the

country, one can only read the criticisms of the national teacher-examination scheme with amazement and see in them a deliberate refusal to meet the situation.

Evidence of the lack of preparation of high school teachers has been accumulating since 1914, when H. W. Josselyn published a study on the high school teachers of Kansas. This evidence was corroborated by later studies in the preparation of science teachers (published by the University of Minnesota), by the Modern Language Inquiry, and by other studies.

The Subjects—or the Teachers?

These facts ignored, a wholesale attack is made on subject organization of the high school curriculum, on the plea that it is the subjects and not the teachers that are useless.

A careful reading of the announcement of the Committee on Teacher-Examination must reveal that the committee was fully aware of the fear that might be aroused lest local autonomy would be interfered with. It makes the definite statement that the service which it offers is to be a teacher-examination service as an aid to teacher selection.

The standards of selection—in such matters as "health (mental as well as physical), training and experience, interest in children, social sensitivity, and character and personality traits"—are left to the appointing authority, which may select its candidates, as one superintendent has already indicated his intention of doing, from the lowest quartile of those who take the examination, or from those familiar with the local situation, and may add whatever local requirements it may wish to add.

All that is inherent in the teacher-examination scheme is a desire to set up standards of general culture and professional preparation as the initial prerequisite for entrance into the profession. How such an examination can be used to create a black list of teachers, as suggested by a writer in *Frontiers of Democracy*, May 15, 1940, is incomprehensible except for those who profess to see political machinations behind every attempt to set up standards of quality.

A second objection comes from those

who fear that those who are in charge of the teacher examination will "*ipso facto* have a stranglehold on the public-school curriculum." What they mean is that a teacher must come to his class with "nothing-fixed-in-advance," not even the kind of knowledge that every educated person should have as a possession. They object to the tests as tests of "mere knowledge" or of the kind of knowledge that "a scholar might be expected to know."

This position is not novel; it is simply an echo of the American tradition of teacher preparation—that a teacher need know nothing provided he knows how to teach. It is, however, inconceivable how a teacher can dispense with the necessary tools and equipment of his profession, even if he engages in an activity curriculum, an experience curriculum, an integrated curriculum, or a curriculum made on the spot. Whence will he derive his content without proceeding *in vacuo*?

Even a "general education" must have some factual content.

The Factual Bank Account

Behind classroom procedures there must be a fund of something on which the teacher and pupils must draw. That fund all teachers must have. How they draw on that fund may vary with the current fashion, but the "what" cannot be discarded in favor of the "how."

At a time when other professions are beginning to demand a more general education for their entrants and are beginning to place less faith in preprofessional courses, it seems beyond belief that any objections should be raised against a proposal to set up standards of general culture for those who wish to enter the teaching profession, a profession in which the general culture of the educated man is, at the same time, the basic equipment of the professional practitioner. To expect to build toward a profession of teaching by developing a language of its own, as has been suggested by a writer in *School and Society*, ignores what one of the major requirements of that profession is and forgets that the cult of "pedaguese" has not helped to create a profession.

"The Cult of Ignorance"

The American tradition of teacher preparation, as already mentioned, has over-emphasized training in methods as against content. There appeared to be some dim hope that the long-overdue reorientation was about to be made. It is not likely to be made, however, as long as the cult of ignorance is elevated to a principle. That it is so being elevated is shown in the following paragraphs from an article by Arthur S. Otis, which appeared in *School and Society* October 21, 1939:

A teacher does not need ever to have studied economics in order to give a good course in the subject. All that is needed is a teacher (1) who is alert to the problems of the day, (2) who is open-minded, (3) who can stimulate pupils to bring economic problems to class for discussion, (4) who permits and encourages free and open discussion of all controversial subjects, (5) who instills into the pupils a spirit of tolerance for all views and a respect for the opinions of others, and (6) who shows in all discussion that he or she has at heart the solution of the economic ills of the day in a way that will restore prosperity and happiness to the whole people.

Let the procedure be the following: The teacher or a pupil brings in a problem—from the newspaper, a magazine, the radio, a public speech, or a home conversation. The pupils discuss it. They decide to get more facts. They dig in the library. They send for pamphlets. They talk with their elders. They bring in additional facts. They discuss these. They write essays and make speeches. They study the logic of arguments and uncover fallacies.

They learn to tell the truth from false propaganda. They list the arguments *pro* and *con* which seem to have weight. Each forms his opinion as to the answer or solution, but the question is left open for further facts and study.

That this view is not an isolated or personal one is shown in the report of a panel discussion held at Teachers College, Columbia University, on "What Can Be Done Through Education to Eliminate Economic Illiteracy?" A summary of the conclusions reached by the panel on what can be done in the elementary school contained this statement:

It was agreed that, to educate satisfactorily for economic literacy, the teacher must have a definite philosophy of life evolved from living a full life and must have an orientation in economic theory. Although such orientation is now generally lacking, we cannot afford to wait to re-educate teach-

ers, but we must proceed as that process of re-education goes on.

The materials to be used in such education are to be determined in the light of the problems to be solved. They shall be decided upon by teachers, children, specialists, and others in the situation. It was agreed that research is needed to determine what materials are required for this type of instruction.

The teacher, then, has a right to be ignorant, a right asserted not only in the statements here quoted but implicit in the objection that those in charge of the teacher-examination will have a stranglehold on the public-school curriculum because they dare to expect teachers to know something.

It is not intended here to suggest that the teacher examination will result in removing ignorance, but it will at least direct attention to the need of expecting teachers to accumulate some capital as professional equipment, to which they will add.

Until the critics of the examination can submit something better, one can only surmise that in their opinion such capital is not a necessary professional equipment or that it will cramp the teacher's style.

A preacher once asserted that he never prepared his sermons in advance, because he was afraid that the devil might have access to his manuscript and change whatever he wrote in advance. He preferred to mount the pulpit and preach under the inspiration of the moment; then neither the devil nor he could know what he was going to say.

On this analogy, it might be claimed that teachers must have complete freedom with "nothing fixed in advance"—not even knowledge, which might interfere with whatever the immediate classroom situation might inspire them to do.

Professor E. L. Thorndike once quoted the remark of a student who said, upon handing him his dissertation, that he knew it was original because he had read nothing on the subject!

So the teacher has a right to be ignorant, but it is highly questionable whether the school-supporting public should continue to subsidize ignorance; the public may even prefer a teacher ignorant of pedagogy to an ignorant pedagogue.



Our Transcription Class Teaches Employability

ELEANOR
SKIMIN

OCCUPATIONAL competency is the goal of every boy and girl enrolled in our advanced transcription class. They are becoming employable by following a routine of daily work planned especially to bring out the qualities that businessmen say are essential. The teacher of this class sees that each pupil in it gets personal attention in matters of personality development and technical knowledge, in addition to the skill of writing shorthand and transcribing accurately and rapidly. Every member of this class has selected the specific goals of acquiring the ability to do stenographic work and of learning how to apply for, accept, and hold a job.

It should be understood that this advanced transcription was preceded, during the previous term, by a class that stressed fundamental training in learning how to transcribe. Definite teaching procedures were followed in order to develop the habits that we know must be a part of the skill of a person who expects to do high-grade transcription work. We recommend this plan as one that does accomplish the objectives of the course.

The most lively way to carry on this advanced transcription work is to organize the class as an office and to make conditions as much as possible like those that will be found on the job. We state this plan clearly at the beginning of the term.

There are many heart-to-heart talks with these would-be stenographers, in which explanations are given of the goals toward which they are working, specific plans for accomplishing them, and the qualifications that are expected of office workers. Pupils

take down these talks in shorthand, transcribe them, and keep them in a scrapbook for further study and discussion.

To make the office situation real, the student stenographers think of the teacher as the employer and of themselves as employees. They learn to adjust themselves to conditions that are not ideal. Dictation is given at various rates and just as the businessman would give it, not always with the stop watch in hand. Much of the dictation is given with material to be crossed out or added, and oftentimes with the suggestion that corrections be made. Sometimes it is necessary to take notes at the telephone or with the notebook on one's knee or on the arm of a chair.

Often, dictation is given when there is much commotion, including the clicking of typewriters, and people talking in the room. Occasionally, we imagine that it is 4:30 p.m. in the office and that we will be leaving at 5 o'clock. Most important things are transcribed first, and we must have ready for the mail just as many letters as possible.

Specific Objectives

The pupil must learn to produce efficiently, both in quality and quantity. He must be able to take dictation at reasonable rates—from 100 to 120 words a minute; to transcribe quickly; and to turn out mailable copy at the first attempt.

This question is paramount: Would an employer be willing to affix his signature over this letter? Work done over and over takes time, and time costs money in the business office.

Thus, the standard is not a grade or a figure, but mailability. Instead of giving grades, we have devised a plan whereby the student stenographer is made aware of what he is producing in terms of efficiency. Figuring the cost of business letters from

every angle, we assume a total cost of about 45 cents a letter.

Student stenographers must learn in the classroom how to be efficient workers, to understand business procedures and practices, and to organize and handle their work in such a manner as to accomplish it quickly and efficiently.

Student stenographers need to study their own personality traits in order to find their own individual weaknesses. This is done by tests and ratings. When they are seeking to improve or to acquire desirable traits, they keep constant check upon themselves to make the habits spontaneous and natural.

At first, the daily dictation consists of three or four letters. At the end of the term, they can handle seven letters. The wordage of these letters and the rate of dictation increase as the term's work progresses, so that

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at the end of the semester they are handling transcriptions of about 1,500 words in a 40-minute transcription period.

A daily report appears on the bulletin board each day with the information given on the accompanying partial chart.

We use a series of letters in the development of one business transaction. The total words transcribed is recorded on the daily chart. Each student keeps a record of the

STENOGRAPHERS' DAILY TRANSCRIPT REPORT										
Recording Secretaries K.M. F.R.			Day: Wednesday			Date: March 15, 1941				
Number of letters dictated: 5										
			Mailability							
Student Stenographers	Mailable Tran- scripts	Total Words Transcribed	A Defects*	B Defects	C Defects	Started	Finished	Gross Time—Min.	Transcription Rate	Production Rate
1	5	594	2	0	0	10:10	10:30	20	29	100
2	4	594	2	0	2	10:05	10:35	30	19	80
3	5	594	0	0	0	10:10	10:35	25	23	100
4	4	594	0	1	1	10:04	10:40	36	16	80
5	5	594	0	0	0	10:10	10:30	20	29	100
6	4	594	2	1	1	10:08	10:35	27	22	80
7	3	320	2	0	1	10:05	10:30	25	12	60

* A Defects: Corrected errors; mailable.

B Defects: Minor errors, correctible but not corrected; not mailable.

C Defects: Major errors, not corrected; not mailable.

time spent in transcribing, in order to determine his transcription rate.

The plan used in the B.E.W. Transcription Projects is used every day as a checkup; each stenographer indicates whether or not he is entitled to a certificate that day.

All transcribed material must be proof-read by the student stenographer on his own time outside of class. The letters are then brought to class the next day, and about 10 minutes is spent at the beginning of the class in checking a second time, after which the pupil secretaries record the results.

A third check is made by the pupil secretaries, who are in charge of checking the daily transcriptions, making up the daily chart, and filing carbon copies.

A word about these pupil secretaries. We have two at a time, and they work for one week, recording the day's accomplishments on a daily chart. They recheck the papers after each pupil has checked his own. Through taking this responsibility, they learn how necessary it is to do careful work, and they understand why business can't pay for poor stenographic work.

All letters are written with carbons and in whatever style has been selected.

Each student stenographer designates the letter style he is using unless otherwise directed.

The record for March 15, 1941, for example, shows the following distribution by groups:

<i>Transcription Rate</i>	<i>Mailability</i>	<i>Students</i>
High	High	20
Low	High	10
High	Low	1
Low	Low	6

The day's report of transcribing work accomplished that is recorded on the chart shows that twenty stenographers were transcribing at rates ranging from 23 to 39 w.p.m.; seven worked at rates of 18 to 23 w.p.m.; five made above 15 w.p.m.

Twenty were rapid and accurate in their work today; ten were slower workers, but they did accurate work. These groups are considered employable from the standpoint of ability to transcribe, but we are aware

that there may be other things that might interfere materially with employability.

Only one rated high in transcription rate with low mailability, indicating a careless worker; six were in the last group, with low rates and low mailability. The two lower groups are not considered employable, stenographically speaking.

Upon further analysis of the chart it is interesting to observe that the fastest workers were the most accurate, which goes to prove that fast workers are more likely to be accurate because their work habits are better organized; they have developed their skill to the point where it functions in the right way.

The old slogan, "Work slowly and surely," isn't such good advice in this type of work. Notice that ten of these student-stenographers were somewhat slower workers, but they, too, produced accurate transcripts. Seven were not sufficiently organized to be considered in the employable groups. The complete chart shows that 17, or 45.9 per cent, of the student stenographers produced 100 per cent of the dictation, or five letters. Thirteen, or 35.1 per cent, produced only 80 per cent of the dictation or four letters. On this particular day, production of less than four of the five letters dictated was considered low mailability and indicated that the learner was not employable.

The amount of time used varied from 15 to 47 minutes. Student 9 produced 5 letters in 15 minutes with 2 "A" defects, while Student 33 finished in 15 minutes, but had only 4 letters mailable and with 2 "A" defects, 1 "B" defect, and 1 "C" defect. Obviously, Student 9 was a better worker today than Student 33.

Six finished in 20 minutes, which is unusually good time. It should be noted that all these six stenographers were fast and accurate workers, and in almost every case their errors were "A" defects; hence, corrected errors.

Our standards of mailability are as follows:

1. The letters must follow the thought of the dictator. Minor changes are permitted, provided they do not change the original meaning.

2. The letters cannot contain uncorrected errors, such as misspelling or typographical errors, incorrect punctuation, or incorrect syllabification.

3. Letters must look neat; erasures should be neatly done. No strike-overs permitted. All letters must be in good balance.

4. Letters cannot contain any omissions, such as an entire sentence or clause, the date, salutation, or complimentary close.

Considerable emphasis was put on the ability to seek work and follow instructions. We made a survey of business offices in Detroit and found that many employers criticized new office workers for their inability to check their work without instructions.

New workers have difficulty in adjusting themselves to office situations. Some employers thought that this might be caused by too much "Do and Don't" advice given by teachers. These businessmen said that they must have workers who can work without constant supervision and that the worker must know himself when his work is right or wrong. They believe that students in school should learn to work up to their capacity and to hold themselves to their best work at all times.

We took all these things into consideration when we set up our class organization, which puts each pupil on his own responsibility and allows him to work to the peak of his ability and efficiency.

It is interesting to note that, as time goes on, more errors are found by the persons who made them. This, we believe, is important for the proper development of proofreading ability.

There is an excellent co-operative feeling among the workers, and many opportunities are made for them to show initiative, resourcefulness, and common traits of good personality.

UNEMPLOYMENT apparently does not bother holders of the Ed.D. degree. An analysis of the occupational status of all living persons who received Ph.D.'s or Ed.D.'s since 1930 shows that of 805 Ed.D.'s all but about ten are employed, excluding eight housewives not seeking employment and nearly thirty individuals whose status is unknown.—*Commission on Teacher Education, American Council on Education.*

Delta Pi Epsilon Activities

GAMMA CHAPTER OF DELTA PI EPSILON, at the University of Pittsburgh, held short meetings each week during the past summer session and concluded with an initiation banquet, at which the following business educators were initiated:

Evelyn M. Armstrong, Etna (Pennsylvania) High School

Russell P. Bobbitt, Fifth Avenue High School, Pittsburgh

Idamae Carver, Gladstone Junior High School, Pittsburgh

T. James Crawford, Woman's College, University of North Carolina, Greensboro

Robert F. Galbreath, Jr., University of Pittsburgh

Elsie G. Garlow, Latrobe (Pennsylvania) High School

Marjorie Hunsinger, Ferris Institute, Big Rapids, Michigan

L. W. Korona, Allderdice High School, Pittsburgh

Frank E. Liguori, Business Training College, Pittsburgh

William L. Moore, Principal, John Hay High School, Cleveland

Norman O. Myers, State Teachers College, Farmville, Virginia

Virginia C. Robinson, Jane Lew (West Virginia) High School

The following chapter officers were elected for the year 1941-1942.

President: John E. Szabo, Lincoln High School, Cleveland.

Vice-President: Robert F. Galbreath, Jr., University of Pittsburgh

Corresponding Secretary: Katherine Killgallon, Senior High School, Duquesne, Pennsylvania

Recording Secretary: Laila Kilchenstein, Grove City (Pennsylvania) College

Treasurer: Zita Bellamy, Dobyns-Bennet High School, Keyser, West Virginia

Representative-at-Large: John M. Patterson, Emporium (Pennsylvania) High School

Alternate: Marjorie Hunsinger, Ferris Institute, Big Rapids, Michigan

Faculty Sponsor: D. D. Lessenberry, University of Pittsburgh

Delta Pi Epsilon held a breakfast meeting on November 22, during the Tri-State convention, in Pittsburgh.

BUY DEFENSE BONDS AND STAMPS

Telephoning for Uncle Sam



Federal Works Agency, Washington, D. C.

Group training in the use of the telephone, Federal Works Agency. The equipment shown here is known as the Voice Mirror.

EARL P. STRONG

Training Consultant

U. S. Civil Service Commission

THE Training Division of the United States Civil Service Commission has undertaken to offer in-service training, through the various Government agencies, to those new employees who lack the initial knowledges and skills required for the job, as well as to those who may benefit from supplementary information that will tend to result in greater efficiency.

It has been found that there is a pronounced lack of knowledge in the correct use of the telephone. Consequently, an extensive training program has been launched in the various Government agencies in Washington, D. C., to correct this deficiency by training stenographers, secretaries, and in many cases agency executives, in correct telephoning techniques. In the past few months, hundreds of persons have been trained to overcome their faulty telephoning habits, and hundreds are yet to be trained. This program has been carried on with the Chesapeake and Potomac Telephone Company.

The tempo of Government activities has been accelerated to meet present-day conditions, thus imposing on each office worker the responsibility for discharging the duties of the office in the most efficient manner possible.

Because of the importance of using correct telephoning techniques, teachers who are preparing students to become office workers should be aware of the necessity of teaching this subject to their pupils. Since much time is wasted daily in making and receiving telephone calls, it would seem that telephoning should be taught in the schools as basic knowledge. As a result, those who will eventually be employed by the Government and by industry will be able to handle telephone calls competently and without fear. Telephone technique has already been placed first on the in-service training programs for the Government agencies.

A booklet entitled *Telephoning for Uncle Sam* may be obtained free of charge by writing direct to Earl P. Strong, Training Consultant, U. S. Civil Service, 703 Ouray Building, Washington, D. C.

THE BUSINESS EDUCATION WORLD



January 1942

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We Face War—and Peace

THE ROMAN GOD JANUS, for whom January is named, was the god of doorways, who busied himself with the beginnings of all enterprises and looked with his two faces into both the past and the future.

Now, in this month of January, 1942, we must see into the future and into the past at the same time. We must face the stern fact of war; we must remember what peace has been and what it will be.

There is no immediate satisfaction in doing one's everyday work under conditions of either peace or war. The satisfaction comes when one looks back and sees that the work was good. Neither is there immediate satisfaction for the men in our armed forces, whether their day's work be monotonous or full of perilous effort.

The satisfaction comes later, to those who are in active service and to those who fight behind the lines in a war that is not going to be confined to uniformed troops. We wish we could see how and when that satisfaction will come. *But it will come, and we shall see it.*

The Inability to Read

OVER 150 COLLEGES have established reading clinics to teach remedial reading to thousands of high school graduates who cannot read with the speed and comprehension that are necessary to carry on the none-too-strenuous work of young adults in college," writes Dr. W. W. Charters in a recent *Educational Research Bulletin*. Dr. Charters holds that the one supreme essential R of the three R's is the ability to read with speed and comprehension. It is "man's most potent skill."

Business educators have long known that the ability to read with speed and comprehension is a prime essential for the mastery of business subjects. Few department administrators, however, ascertain to what extent their entering students have mastered the reading skills, and few take steps to have remedial measures applied where necessary. Dependable tests that measure a student's reading skills are available and can be administered quickly and economically to large groups of students. (See page 450.)

Public-school administrators are charged with the responsibility of administering remedial measures in read-

ing. The commercial-department head and his staff should ascertain their subnormal readers and pass this information on to the principal of the school. It is his obligation to carry on from that point to see that each pupil reported is diagnosed individually, his specific difficulties located, and the needed remedy applied.

Of course, if a school is already testing the reading ability of all the pupils entering the tenth or eleventh year of the school, the business teachers in that fortunate school need not carry on their own reading-test program. This is a rare situation, however; and we urge every department head to give one of the standard reading tests to all the pupils in his department at once, and periodically thereafter to all pupils at the time they enter the commercial department. Only in this way can one of the main barriers to progress be removed and the costly waste of time and effort avoided.

If you want an authoritative and inspiring presentation of the improvement of reading, read Arthur L. Gates's recent book on this subject.¹

We shall be glad to learn of the experiences of those business educators who are now giving reading tests and in whose schools reading clinics are be-

ing conducted. What have you found out about the reading ability of your pupils? Have this knowledge and your remedial program been beneficial to your department?

Are Bloodhounds Needed?

SOME INVENTIVE TEXTBOOK writers and curriculum makers are supplying business education with instructional materials and courses of study in which the business content is so diluted that a special breed of bloodhound will soon be needed to find even a scent of vocational training in them.

These "enriched" texts and courses have the same danger connected with their assimilation as has rich food. They have a high interest content but tend to develop a fatty contentment rather than an energetic, skilled workmanship.

Personal-use knowledges and skills are a worth-while objective; good citizenship is a worth-while objective; socio-business is a happy hyphenation. But first, and above all, the major responsibility of the business departments of our schools—secondary as well as those on higher levels—is *vocational competency*. Let each student enrolled in the business departments be given vocational competency, and all these other things shall be added unto him.

¹Gates, Arthur L., "The Improvement of Reading," 1939, Macmillan.





Colleges Publish Duplicated Papers, Too

DOROTHY M. JOHNSON

THERE are many good arguments in favor of the publication of a school paper of any kind, and there is a very strong argument in favor of making the paper a completely school-produced duplicated job. This strong argument is that it's cheaper to put out a duplicated paper than to have one printed. Only very large schools use the letterpress process; in most schools, the good old stencil duplicator does the work.

The commercial department usually takes part in the production of the paper, but sometimes this part is purely mechanical: the commercial students do the typing and run the duplicator, while the editorial staff gets all the glory.

Good Duplicating Is Needed

Of course, sometimes the typing is so poor, the stencils are so badly cut, and the finished job is so nearly illegible that the production staff *deserves* no glory. There is really no excuse for this, even if the duplicating machine itself is to blame because of advanced age and neglect. It is better to junk such a machine than to let business students get the idea that spotty, hard-to-read duplicating will be acceptable in an office.

The poorly produced paper is by no means the rule, however. Farther on in this article you will find descriptions of some outstanding college-grade papers; in October we told about some very good high school papers.

Practice in typing stencils and running a duplicating machine is only a part of the valuable experience that the school-paper staff can get. Miss Doris Stoneburner has stated some of the other outcomes concisely in *Modern Business Education*.¹

The school newspaper gives students an opportunity to practice good citizenship through actual news gathering and publication. News gathering trains students in the ability to contact people and converse with them—abilities that are important in business as well as in social life. Through the mechanics of publishing the newspaper, habits of neatness, promptness, reliability, accuracy, originality, and co-operation may be fostered, together with the skills involved in typewriting copy and mimeographing.

Reliability seems to me the most important of the habits listed by Miss Stoneburner. It's easy for student journalists to go part way with their job and leave the rest to Teacher. Perhaps by the time Teacher has broken the staff of this pernicious habit, it will be time for the school year to end, and the job will have to be done all over again with a new staff the following year. Nevertheless, Teacher will have done much more for those graduating students than he will ever be able to prove.

Lack of reliability will hold back even a very competent office employee. Repeating "Be reliable" is usually a waste of breath, but the teacher who makes students responsible for their own duties on the school paper gives them priceless training.

Pre-executive Experience on the Annual

Miss Stoneburner's remarks about the publication of a school annual are to the point:

The school annual is perhaps the most difficult of student publications and the one most likely to become stereotyped. It is essential to keep in mind that the school annual should be a yearly

¹ "Extra-Curricular Activities in the Business Department," Doris Stoneburner (Senior High School, Trenton, Missouri), *Modern Business Education*, May, 1941.

project and not one done in the last few weeks of school with the utmost consideration to getting it off the press on time.

Production of an annual is a real business undertaking, involving considerable expense and much concerted effort. It provides probably the best pre-executive training of any school job open to high school students, for it demands long-range planning and co-ordination of the work of many people, as well as close attention to detail.

Some other outcomes of school journalism were stated in a radio script,² from which I quote:

The school newspaper develops, among other things, co-operation, initiative, writing skills, business knowledge, good citizenship, and consideration for others. It brings out the pride of achievement in a child and uncovers a variety of talent. It is a challenge to the gifted pupil; it brings out the timid pupil; and it has a good effect on scholarship. It also improves grammar, spelling, and composition. It is a sort of show window of the school, and therefore its standards must be the highest. . . .

It is not the primary purpose of the school paper to teach journalism. The major purpose is to present the creative work of the students in all fields of endeavor and to serve as a constructive means of publicity and contact between the home and the school.

Most of the boys and girls who work on school newspapers will not be editors or publicity men. Yet whether they become "butchers or bakers or candlestick makers," the ability to carry through a project with fellow students and faculty—the experience in clear thinking, observation, discrimination, accuracy, and creative writing—would make them valuable members of their community.

Unusual College Publications

Now for brief descriptions of some college-level publications, promised earlier in this article.

A complete table of contents and unusual feature articles distinguish *Western Commerce Comments*, published by the Commercial Club of Western Illinois State Teachers College, at Macomb. This book-form quarterly has a colored cover with designs in the corners, and simple but effective page headings. Contents of a typical issue

included features on chain stores, window displays, consumer co-operatives, consumer education, jokes, personals, and club news, with cartoons on the back cover.

There are actually six colors of ink on the cover of *Achievement*, published by the Oberlin (Ohio) School of Commerce, and all those colors register where they are supposed to register. "Register" is a printing term hard to define; when you see a color-printed picture that seems blurry and hard on the eyes, that's poor registration. Good registration is not easy to achieve with a stencil duplicator, but you can learn a great deal about it from the service man or the salesman from whom you buy stencils. In addition to its attractive cover in black, blue, yellow, red, green, and purple, *Achievement* has good, clean designs and typing, with some fancy lettering.

CBC Scoop uses crayon to fill in pictures on its cover, and on a holiday cover used water coloring also. This combination of media can be used effectively when the run is rather small.

Photographs can be tipped in, also, when the run is small enough to permit putting this much extra effort into the production job.

The device of tipping in photographs is used by the *Watt Not News*, of North Park Business School, Buffalo, New York. This paper has superior mimeographing, too, like *Stepping Stones*, of Troy (New York) Business College.

Another publication that tips in photographs is the *Marquette Mirror*, of Marquette Institute, Chicago. The *Mirror* is decorated with water colors and is run on heavy enough paper so that ink doesn't show through.

It's a little startling, when you are looking through a collection of mimeographed school papers, to come across one that you can read only with difficulty—and not because of any technical trouble, either. *REX*, published by Jesus-Mary Academy, Fall River, Massachusetts, is mostly in French. Your correspondent studied French at a time that now seems contemporary with the building of the Great Pyramid and, frankly, would rather not be called upon to recite.

² "The Inquiring Mother," a script in "School Public Relations Broadcasting," Educational Radio Script and Transcription Exchange, Federal Radio Education Committee, U. S. Office of Education, Washington, D. C.

It is an established fact, however, that publication in another language than one's native tongue is always tantalizing, so this paper must arouse keen interest among the students of Jesus-Mary Academy.

Just one more mention in this listing of duplicated school papers: *Newsette*, from the Calumet College of Commerce, Gary, Indiana, used shorthand on at least one attractive cover. A Christmas design in red ink on green paper showed Santa Claus, complete with sleigh, all done in shorthand outlines.

What is your school paper doing? Please write and tell us.

And here is one parting word about a helpful magazine that every school-paper sponsor should look into: *Scholastic Editor*, published at 333 North Michigan Avenue, Chicago. We'll say more about this later.

CAN any school journalism sponsor give suggestions to Mrs. Lurene Miller, of Garden City, Missouri? Her school paper is very attractive and well managed—compare the circulation figures with the enrollment! The paper sells advertising and gives advertisers their money's worth in attractive layouts and illustrations. But what can be done about student humor? Here's Mrs. Miller's letter:

I think we have rather an unusual setup here. This town of Garden City is very small, but we have a very fine consolidated school that draws on a large country side. We have about 175 pupils in the upper six grades. This is my first year here, and I was surprised at the circulation that the paper has. We have 275 subscribers and 23 advertisers in our paper, which is published once a month.

Here is my problem: The students want and should have some humor in their school paper. Just taking canned jokes and putting other names on them isn't so good. They want a gossip column. They have one, which has been censored and cut—it always is just girl and boy stuff, new romances and that sort of thing. I don't like it. Can you suggest anything that we might use to take the place of it? Many of the students don't like it either—especially those whose names appear most frequently. I should appreciate any suggestions that you may be able to make.

Our paper is self-supporting. We charge 25 cents a year.

IT IS WITH SORROW that we chronicle the death of Miss Lynda Freitag, since 1921 a teacher of typing in the Milwaukee Vocational School. Miss Freitag died on November 20, at the home of her parents in Montello, Wisconsin, after a brief illness.

She brought to the classroom an inexhaustible energy, which characterized her many extracurricular and avocational activities as well and made it possible for her to teach for twenty years without a day's absence. She was active in the N.E.A. Department of Business Education and took part in many other educational activities. For two years she was president of the City Commercial Club of Milwaukee.

The B.E.W. extends deep sympathy to Miss Freitag's parents, three sisters, and four brothers.

F RANK BROAKER, a certified public accountant and the author of several books on accountancy, died at his home in Brooklyn, on November 11, following an illness of eight months. He was seventy-eight years of age. Mr. Broaker was born in Millerstown, Pennsylvania, but had lived in New York since childhood. He attended the public schools of New York and the College of the City of New York.

Mr. Broaker, who was known as "the father of the C.P.A. profession," drafted the Wray bill, which became a New York State law in 1896, and which provided for the certifying of public accountants. He suggested and prepared the subjects for the first C.P.A. examination and was secretary of the first Board of Examiners. The form for the examination that he designed is still in use.

Mr. Broaker was the author of *The American Accountants Manual*, which was the first book on accounting to be published in this country. Among his other books are *The Technique of Accountics*, *The Visual Method*, and *Inventory Control*. He also introduced the analysis form paper, now internationally used, and the ledger control system.

Mr. Broaker is survived by his widow, three daughters, and six grandchildren.



Overcoming the Evils Of Class Instruction

HARRY M.
OAKLEY

IT is the custom in our public schools to run all the people down the same street. There has been a noble effort in a number of schools to get away from this circumscribed type of instruction, but I shall mention only one school specifically and that because of my actual participation in the experiment—the University Elementary School, University of Michigan.

In spite of the efforts of some schools, the old idea of making all people do the same thing prevails. Why? Because it is the easiest way to administer classes, and it is the only way most of us know.

In the public schools it is not uncommon to have enrollment in the typing classes restricted only by the number of typewriters the room will hold. If the room will hold sixty typewriters, then that will be the size of the class.

There is a mistaken belief that the typing teacher doesn't have much to do, that it is perfectly all right for him to turn students loose with typewriters, with the idea of keeping as many out of mischief as possible. What is this typing teacher to do with six or seven times sixty people? He's going to shoot them all down the same groove. There isn't very much else for him to do.

Fourteen Classes a Day

My first year of teaching was in a small school in Michigan; fourteen classes a day were entrusted to my care. Eight of these were typing classes—which didn't count. The other six necessitated as many different preparations in as many separate fields. Typing runs simultaneously with other classes of the business teacher in many schools.

What could I do with the typing? I could

and did require each and every student to do certain things in certain ways on certain days. Each student was to do the same amount of work, regardless of his ability, and to do it exactly like the others. Under the circumstances, that was the only way the classes could be handled. All procedures had to be standardized in order to keep everything going; otherwise, I should have been submerged in a sea of work that would have engulfed me completely.

Beginning an Experiment

During one summer session, I had a class in typing—a heterogeneous group. I decided that the only requirement would be that the students learn and use the correct typing techniques. During that summer session, lasting six weeks, half the class, composed of college students, covered the same amount of material that is ordinarily covered in one semester; the other half, composed of high school pupils, equaled what is ordinarily done in a full year of high school work. When I say "equaled," I am not qualifying the term, for they had attained an equal degree of proficiency in all the skills of technique, accuracy, and speed.

This unselected group proved that I should conduct the winter classes in a different fashion from that heretofore followed. I am doing just that, and I am getting results that we had not dreamed of.

Each student is allowed to work at his own speed and receives individual instruction. If too definite requirements are set up, some students become discouraged because they can't keep up, while others loaf because they don't have enough to do.

There are, of course, other ways of handling this situation, such as required work, optional work, supplementary work, and the like, but there is something hollow about supplementary and optional work. It sim-

ply does not ring true with most students.

Material that is basic for one is basic for another. If the bare essentials are enough for the poor student (who, incidentally, needs the supplementary work and doesn't get it), then these essentials are more than enough for the good student.

Instead of giving supplementary work to the good student, there are two better solutions. One, let him finish the required course as soon and as fast as he can satisfactorily do so, and then let him spend his time on some other kind of work. This is the general practice of the private business schools. Or, two, when he has finished the required minimum, give him an opportunity to develop and learn skills that are ordinarily denied him.

For example, he may be given the opportunity to do all the typing work for a teacher in another department or for a fictitious person. He may be given additional specialized work in which he is particularly interested; for example, work related to one of the professions. I admit that this is supplementary work, but it is supplementary work of a different kind from that usually offered. It is functional, not mere busy work.

In the teaching of typing, the important thing is to have plenty of the right kind of practice. I make sure that the students do an abundance of the right kind. If their achievement is higher, with no other requirements than these, is it not better to do away with requirements in class work—I mean budgets or lessons graded A or B depending on the number of errors—and to encourage the students to type, type, type?

The Questions That Matter

I once used a three-way daily check on each student. I required that each one turn in absolutely every paper he had had in his typewriter during the period. The "perfect copies" were given one mark, another mark was based on the volume of "practice work," and a third mark was based on speed. So much time was spent on papers and marks, however, that there was little time left for anything else. When a marking period rolled around, I had marks and rumors of

HARRY M. OAKLEY is an instructor in distributive occupations, School of Education, Indiana University. He was formerly an instructor in Business Administration at Jackson (Michigan) Junior College and has been principal of high schools in Lakeview and Charlevoix, Michigan. He has degrees from Evansville College and Indiana University. For several years he was active in county, regional, and state professional organizations. Hobbies: Completion of work for the doctorate and playing with his two daughters, Mary Sue and Linda Lee.

marks upon which to base the pupils' grades.

What difference did it all make, anyway? There is really only one question for the student to answer during the year: "Am I learning to type?" And only one question at the end of the year: "How well have I learned to type?" Should not the mark answer these questions and nothing else? After all, the degree of proficiency that the student has attained is what really matters.

Should we worry about papers? Only in so far as we are able to use these papers with each student as a means of correcting and improving that student's work.

I no longer place a grade on papers. All papers submitted are carefully checked, not with a view to marking but with a view to finding out how I may help the student. What papers are submitted? First, let me say that there is a definite course to be followed. When a student has completed the work to his satisfaction, he turns it in and goes on to the next unit of work.

The point of interest here is that the student submits what *he* thinks is satisfactory, not what *I* think is satisfactory. This has a surprising effect upon the attitude of students. All students set satisfactory standards for their achievement. I aid and suggest in an advisory capacity only. They are the judges. In most instances, I find they are too harsh with themselves. They are much more exacting than I would be, were I the judge.

The Use of Speed Tests

At one time I used speed tests as a basis of marks, as has already been stated. These tests were of the approved 15-minute duration. To what a nervous state they brought many of the students! Because term marks

depended, at least partially, upon the test grades. These tests were collected, checked, and minutely recorded. Education, what crimes are committed in thy name!

Now, speed tests of 1 or 2 minutes' duration—we call them drills—are administered daily, simply as a means of getting started. The tests are collected on rare occasions only. During the period, in a purposely casual manner, I ask each student about his achievement for the day. He knows that the results are for his benefit—not mine. He knows that I am interested in these results in order to help him—not to hold them against him. His nervousness is nonexistent because the fear has been removed.

As time goes on, the "drills" are increased in length to 5 minutes and then to 10 minutes. A pupil's best scores are remembered on a class chart; his "failures" are forgotten, for he submits only successes for approval. The "failures" are discussed personally on the basis of the reasons for such failures and in the hope of preventing the recurrence of the same errors. Papers that fail to pass the test are not collected or recorded. Thus the "speed-test problem" is solved.

Finally, a brief comment on the temptation to spend too much time in talking about typing. Talking may make the teacher feel good, but it accomplishes little else. A minimum of time should be spent on review of techniques that are of general concern. Once a week should be sufficient.

Keep the students typing; watch them; correct them individually, making suggestions on how they may improve or on what is causing the error and how it may be overcome; pat them on the back at every sign of improvement—and results must follow, "as the night the day."

✦

DR. RAYMOND J. WORLEY has left Duquesne University, Pittsburgh, to go into defense work. He is with the Samuel Jones Jr. Agency in Pueblo, Colorado.

Dr. Worley has been director of the School of Commercial Education at Duquesne since 1932. He served as a sergeant in the United States Army during the first World War.

REMINDER: The fourth annual international Artistic Typewriting Contest closes April 15. For complete information, write to Julius Nelson, Windber High School, Windber, Pennsylvania. This contest is open to anyone, anywhere in the world.

MISS KATHRINE WILKEY has joined the staff of State Teachers College, Indiana, Pennsylvania, as a teacher in the Department of Business Education, of which G. G. Hill is director. Miss Wilkey succeeds Lyle O. Willhite, who resigned to become a field representative for the Gregg Publishing Company.

Miss Wilkey has degrees from the University of Chattanooga and Columbia University. She also has a diploma in music from the University of Chattanooga. She formerly taught in Chattanooga High School and in Winthrop College, Rock Hill, South Carolina, and has been a secretary in a law office.

MURRAY BANKS has recently been appointed co-ordinator and supervisor of distributive education for the public schools of Millville, New Jersey. He formerly taught at Hawthorne (New Jersey) High School and at the Merchants and Bankers' Business and Secretarial School, New York City.

Mr. Banks has a master's degree from Teachers College, Columbia University, and is working toward his doctorate at New York University. During the past summer session, he was a research fellow at the Institute for Consumer Education, Stephens College, Columbia, Missouri.



KATHRINE WILKEY



MURRAY BANKS

Guidance for Rural Youth



Ewing Galloway

LLOYD L. JONES

*Director of Research
Gregg Publishing Company*

THE muddy waters of business education for rural youth may be cleared by an examination of the few rather simple statistics. In the United States today there are eleven million young people between the ages of sixteen and twenty-four who live on farms and in villages. Rural communities have always had more children in proportion to their population than have cities or towns.

The problem of employment for these young people has been exceedingly acute. On American farms, machinery and modern methods have reduced the number of people needed to produce food and raw materials. Because of this situation, young men and young women from the rural communities will continue to migrate to the cities.

The fact of the matter is that, even if every farmer and every farmer's wife were to retire today, and if each couple were supplanted by a boy and a girl, half the farm young people of the country would still have

to quit agriculture and find employment in other fields.

Such a surplus of young people would have to follow nonagricultural pursuits. Even those who remain on the farm often have to supplement the farm income with the uncertain and irregular incomes from gas stations, lunch stands, roadside markets, summer boarders, tourist cabins, and the canning of surplus garden products and fruits.

Guidance for Farm Youth

Inasmuch as there is relatively little guidance for the young people of farms and villages, most of the graduates and dropouts from high school drift to the towns, county seats, and big cities without any idea of how they are going to make a living.

Some agricultural enthusiasts have wondered how pink-cheeked farm girls can be satisfied to work in restaurants, hotels, and sweatshops of the big cities. Rural poets have lamented the decay of ambition in the farm boys and have decried the passing of the farmer boy to the dust and smoke and noise of a great city.

The truth of the matter is that most of

these young people have no choice—they simply must leave the farm in order to make a living. The Institute for Rural Youth Guidance brought out, early in 1941, some of the questions that face the people responsible for rural education:

1. What shall be the vocational training for the farm boys and girls who expect to remain on the farm?
2. What kind of training shall be offered for those who enter nonagricultural pursuits?
3. What can be done in preparing the youth for occupational adjustments and the problems of migration?
4. What changes are being brought about by the program of national defense?

Occupational Intelligence

When boys and girls are in the rural high school, no one knows precisely which of them will remain upon the farms and which will have to go elsewhere for a livelihood. The problem of guidance, then, must emphasize occupational intelligence, because the adjustments of rural youth coming to the city are much more serious than the occupational adjustments of city-born boys and girls who are preparing for jobs in the city where they already live.

A guidance program is very necessary—not a one-semester course in occupational facts or vocational civics, which gives a little information about hundreds of jobs without pointing out the typical tasks and necessary qualifications, requirements, and duties connected with them. The needed program is much broader.

Many of the rural schools are offering general science, general mathematics, general social studies, general art, general home economics. Why is general business so frequently neglected?

We are all aware of the fact that many rural schools do not offer much training in home economics and vocational agriculture, let alone adequate opportunities for guidance and exploration in other fields. Sometimes the only contacts that rural boys and girls have with the world outside their immediate community is through such organizations as the Future Farmers of America and the 4-H Clubs.

The answer to this problem of rural edu-

cation may be clearly seen in the merging of many rural school districts into consolidated rural schools—where conditions, roads, and money permit. The employment of traveling teachers and the opportunities offered in correspondence courses have opened up a new vista for many young people.

Vocational Agricultural Training

As rural schools improve and merge by consolidations, instruction in vocational agriculture and home economics will improve. Considerable money has been spent and will continue to be spent under the auspices of the United States Office of Education for such instruction. The increased activities of county farm agents and the continuing supervision of farms by the Federal Government will do much to improve the activities of farm boys and girls. They can be made to see that by improved methods of farming they can do even better than their mothers and fathers.

Training for Nonagricultural Pursuits

Although more than half the boys and girls in rural communities will leave the farm, the country is not awake to the fact that the rural schools simply drop this great army of young people and they can sink or swim so far as society is concerned. A very few rural boys and girls get some experience with the N.Y.A. and the C.C.C.; however, as our country develops a more widespread defense program, many special classes in vocational training are being set up in a relatively few designated places. The vocational work for boys, limited though it is, seems to offer immediate employment; but the vocational instruction for girls seems to hold out little prospect of immediate jobs.

Instruction in Social-Business Education

It is quite evident that the best and quickest means of enlightening rural boys and girls about work in towns and in cities is through social-business education. Certainly a knowledge of such topics as banking, finance, family budgets, insurance, transportation, communication, buying, selling, advertising, conservation, business law,

government at work with business, business organization, employment, and further educational opportunities will open up many possibilities for boys and girls and help them to facilitate their adjustments to city life. Since foreign immigration has stopped, rural youth has now become a source of potential workers in industry and business offices.

Such subjects as introduction to business, consumer goods, and functions of business will help boys and girls to make their own personal adjustments to city life as well as open up the field for business working. I have always felt that rural schools have been justified in offering shorthand, typewriting, and bookkeeping to boys and girls because these subjects, more than any others, help to interpret city working and give a better foundation for vocational and occupational adjustment than anything else. At least, the commercial teacher is better equipped to explain urban life and urban working than any other teacher.

Training for Those Who Will Migrate

Education ought to give boys and girls a sampling of the most worth-while experiences of the race. It is impossible for boys and girls in any community to decide what specialized subjects to take in the junior and senior years unless they have had plenty of opportunities to investigate the great fields of life activities. It is impossible to give exploration in the freshman and sophomore years so that boys and girls can discover whether they can obtain specific skills in routines; but we certainly can give boys and girls a more adequate idea of what the great fields of life activities have to offer to them.

Through the introduction - to - business course, the rural boys and girls can be cautioned not to move from the farm to the city in an aimless manner. They can gather a great deal of information about city life, the cost of living, the chances for employment, and the danger for those who go to the city either unprepared or unacquainted.

It is the teacher of business who first developed courses in selling. Commercial edu-

cation has something to sell to all boys and girls: (1) a knowledge of businesslike living, and (2) skills in businesslike working. Introduction to business in one or two semesters may be given profitably to rural boys and girls. It will open up the field of business activity in rural communities and will give at least half their number the necessary acquaintance with the business life of urban communities. At the same time, it will help them to understand and appreciate the business problems that confront the farmer. Farmers buy from and sell to agents, buyers, and representatives of large business houses. In that respect they are doing business as it is transacted in large places.

At least one year of shorthand (two years is more desirable) and typing should be offered, so that girls, especially, and boys will have some specific skills when they enter large town or city life. Bookkeeping of a general-record-keeping and a personal-use nature should be offered because records are necessary for the farm and for the individual; and the same kind of records may be expanded and made useful in a business. Consumer economics or functions of business should be offered because no one can be a good citizen and make his occupational adjustments without knowing something about the American economy—the outgrowth of the American system of business.

Our responsibilities in business education are great, and we can be thankful that we have something in social-business education to offer to all boys and girls in rural communities and something specific and vocational to offer to the unselected one-half of them who will enter nonagricultural pursuits.

Some Important February Meetings

National Vocational Guidance Association, Fairmont and Mark Hopkins Hotels, San Francisco, February 18-20.

American Association of Teachers Colleges, St. Francis Hotel, San Francisco, February 20-21.

American Association of School Administrators, San Francisco, February 21-26.

American Association of Junior Colleges, Los Angeles, February 26-28.



Let's Be Critical About Research

PAUL M.
TURSE

INCREASING stress has been placed, in recent years, upon the desirability and importance of acquainting teachers with statistical methods and procedures in educational measurement. The value of this type of training is so generally accepted that virtually every teacher-training institution prescribes courses of one kind or another in educational measurement and emphasizes in various ways the necessity for adequate research in solving educational problems and the value of this research in contributing to individual professional growth and to general educational progress.

Such strides have been taken in this direction that the teacher who does not have a working knowledge of common statistical terms and techniques is truly handicapped or deprived of much of his potential service. What is even more important, he is deprived of a capacity for interpreting and evaluating statistically determined experimental results.

One Kind of "Research"

In spite of this emphasis, a considerable proportion of lay teachers do not seem to grasp the significance of this part of their training. This seems to be evidenced by the comparative scarcity of significant research on the part of classroom teachers and by their lack of published professional reaction to, or critical evaluation of, reported experimental findings. Possibly because of this apparent apathy, much is published under the caption of "research" that not only makes no worth-while contribution to the accumulated learning in the field but may, in many cases, work positive harm.

One sample of this kind of research ap-

peared recently¹ in which the investigator reported a correlation of .22 between I. Q. and first-semester shorthand marks and concluded from that fact that "perhaps stenographers do not have to be smart after all." The study was intended to determine the comparative predictive power of the I. Q. and certain other measures for shorthand success.

Obviously, the most direct way to determine the intelligence of stenographers is to administer valid intelligence tests to a sufficiently large number of stenographers, adequately sampled as to age, experience, training, type of employment, etc. It is difficult to see how the intelligence of stenographers in general is in any way related to the intelligence or achievement of a first-semester high school group in shorthand.

In addition to this misstatement, other considerations make such studies of questionable professional merit. In the first place, for at least fifteen years experimental evidence has been accumulated to show the general inadequacy of the I.Q. as a single predictive instrument for shorthand learning. Much of this evidence has been the result of M.A. researches conducted under the sponsorship of universities that insured reasonably accurate experimental controls and techniques.

To repeat similar studies with comparatively small numbers of cases can make no material contribution, regardless of results. The investigators' efforts might much more profitably have been turned to other comparatively *unexplored* possibilities in that field.

In the second place, teachers' marks at the end of one semester can hardly be a valid

¹"Indices to Mastery in Business Courses," *Journal of Business Education*, March, 1941, page 13.

measure of stenographic success. Since transcribing skill is the ultimate end of shorthand, and since such skill cannot be intensively taught much before the end of the first year of study, the inadequacy of first-semester marks as a criterion of shorthand achievement should be obvious.

In the third place, the general conclusion that stenographers "need not be so intelligent" is not only entirely unwarranted from the data presented but is in direct opposition to some fairly authoritative findings along that line.

For example, Fryer² found in a study of ninety-six occupations, with data from army intelligence files, that stenographers (and typists) ranked twelfth in intelligence. Of course, no intensive study is required to show that *some* stenographers need not be too intelligent—neither do some teachers, lawyers, and doctors.

Teachers, Beware!

Another sample of unscientific reporting of experimental findings occurs in the report of an investigator who secured the practically unheard-of correlation of .80 between certain aptitude measures and shorthand achievement. No mention was made of the number of cases involved. Upon investigation, it developed that the results were based on a single class of twenty or thirty pupils.

Unless a lay teacher interested in the problem is aware of the extremely high error probability in such limited samplings and is careful to inquire into this phase of the experiment before accepting the validity of the proposed aptitude measures, the possible harm that might result is obvious.

One more recent example: An article reviewing the apparently discouraging findings of certain experimental studies in shorthand prognosis indirectly attributes to Hull, eminent authority on aptitude testing, the belief that no successful aptitude test can be found.³ The ring of finality that such a statement carries certainly deserves that its exact source be cited, but no such citation appeared in the article.

²D. Fryer, "Occupational Intelligence Standards," *School and Society*, September 2, 1922.

P. L. TURSE is chairman of the Commercial Department of the Peekskill (New York) Senior High School. His degrees are from Indiana (Pennsylvania) State Teachers College and New York University. Mr. Turse has published many articles, is author of a stenographic-achievement test, and co-author of a shorthand aptitude test. He formerly taught in Hazleton, Pennsylvania, and was principal of the Office Training School, Jeannette, Pennsylvania. He is a member of Pi Omega Pi, and his hobby is penmanship.

Being interested in shorthand prognosis, I took the trouble to investigate, with the result that a personal letter is now in my files from Professor Hull stating that he never did publish such a statement and that it did not and does not now reflect his opinion on the matter of aptitude testing.

It is obvious how such misstatements of authority, however innocent, can warp the opinions and affect the practices of unwary, unsuspecting, or uninformed readers.

In some cases, it is not even necessary to read the reported "research" experiment. A glance at the title frequently indicates the limited scope and probable meagerness of the contribution, if any, resulting from the study.

Whose Responsibility Is It?

Of course, it is not to be expected that all research should employ highly specialized techniques or make major contributions. There are always circumstances that limit the scope and possible contribution of many worth-while studies. Research is not to be discouraged merely because of limited scope or menial treatment of the problem. It does seem reasonable, however, to expect that studies that are reported in professional journals should show evidence of competent setup and treatment, cautious and valid conclusions, properly indicated sources of quoted statements, and other important details of proper experimental procedure.

Where does the responsibility lie for remedying this condition? It seems to me

³"A Commercial Teacher Looks at Prognosis," *The Business Education World*, December, 1940; January, 1941. The reference is to Clark L. Hull, Professor of Psychology, Yale University, author of *Aptitude Testing* (World Book Company).

that it is chiefly the bi-lateral responsibility of teacher-training institutions and of editors and publishers of professional business-education journals. The teacher-training institutions would do well to give more training in the critical evaluation of published findings that determine or influence educational theory and practice.

Only a comparatively small number need intensive training in statistical techniques. Those with the curiosity, persistence, and desire to seek facts can profitably secure the necessary training when the need arises.

But practically all teachers will be direct or indirect "consumers" of research; and it is, therefore, to the general interest of the profession that all be trained to evaluate printed material of this nature that directly or indirectly affects the kind and quality of teaching methods.

It should also be the responsibility of editors and publishers of business-education journals to set higher standards for accepted manuscripts that purport to shed experimental light on controversial issues. Research findings should not receive published publicity unless the manuscript gives evidence that the experiment is of sufficient scope, the controls and techniques reasonably accurate, and the conclusions consistent with the findings, or that other necessary features are present which classify the study as having reasonable professional merit.

A teaching laity, alert, critical, and informed regarding this essential aspect of their training, can do much to discourage the publication of the kind of research that can offer nothing but possible detriment to the profession.

—BUY DEFENSE BONDS AND STAMPS—

HUGO W. PETERSON has been promoted to head the Commercial Department of West High School, Aurora, Illinois, succeeding Allan Laffin.

Mr. Peterson, who has been an instructor in West High School, will be comptroller of accounts as well as head of the Commercial Department. He has degrees from White-water (Wisconsin) State Teachers College and Northwestern University.

Pi Omega Pi Now at N. Y. U.

THE FIFTY-FIRST CHAPTER OF Pi Omega Pi, to be known as the Beta Delta chapter, was organized at New York University on November 26, 1941. Miss Estelle Popham (Epsilon chapter, University of Iowa), Albert C. Fries (Theta chapter, Illinois State Normal University), and Harold M. Perry (Epsilon chapter, University of Iowa) assisted in installing the new chapter.

Eleven students were initiated as charter members of this honorary undergraduate business-education fraternity. In addition, Dr. Paul S. Lomax, Dr. Herbert A. Tonne, Dr. Helen I. Reynolds, Mrs. Lempi Talvensaari, and Dr. Maye Hylton, of the New York University faculty, became honorary members of Beta Delta chapter. Dr. Tonne is sponsor of the chapter.—*Albert C. Fries, B.E.W. News Correspondent.*

Ehrenhardt-Himmelbauer

MISS IRMA EHRENHARDT, popular instructor in the commerce department at Indiana State Teachers College, Terre Haute, was recently married to George Himmelbauer, manager of the Royal Typewriter Agency of Terre Haute.

She will continue teaching for the present and will use her maiden name professionally.

Miss Ehrenhardt is a well-known contributor to professional journals and active in national business education associations.



"An interoffice memo from the bookkeeper, sir—"



A STUDENT BROADCAST

The president of the Ithaca Radio Workshop and four group leaders carry on a panel discussion broadcast. W. Robert Farnsworth, announcer, is using a cardioid microphone. An eight-ball non-directional spherical microphone is in use by the student group, consisting of Irma Molner; Elizabeth Pearson; Paul McIsaac, president of the Workshop; Ray Shepherd; and Rosemary Bliss.

Getting Radio Publicity For a Placement Bureau

W. ROBERT FARNSWORTH

*Director of Commerce and Placement
Ithaca (New York) Public Schools*

INTERVIEWS, plays, and occupational information comprise the radio series¹ used to publicize the placement service operated by the Ithaca (New York) schools. Here is one of the plays in the series, which was presented over Station WHCU.

Telephone bell, first ring.

SECRETARY. Good afternoon, Placement Bureau. Yes . . . a girl to clerk during the holidays? We'll do our best to find her for you. *(Telephone bell, second ring.)* Good afternoon, Placement Bureau. Mr. Farnsworth? Certainly—just a moment.

Sound of receiver being lifted.

FARNSWORTH. Mr. Farnsworth speaking. Oh, hello, Jim. Sure, be glad to. You want a young man . . . shipping clerk . . . I see . . . 18 to 25, must *(start fading)* be accurate, good school record, two years book-

keeping *(fade out)*, good in math, fairly strong. . .

ANNOUNCER. And so we bring our listeners the Youth Service Hour, a job clinic of the air, a program both interesting and helpful, brought to you each week at this same time and sponsored by the Ithaca Board of Education, under the direction of W. Robert Farnsworth. *(Music completely cut.)* Keep tuned to this program—we have some interesting information concerning the Ithaca job market, also a special announcement telling you how you can win five dollars. Be sure to listen! *(Music up and out—Gilbert and Sullivan.)*

FARNSWORTH. How do you like our new theme? The Ithaca Public Schools Placement Bureau helps many people get jobs. This past week, among the people placed through our bureau were sales girls, clerical workers, stenographers, and one industrial machine operator. Most people have something to sell—we are willing and ready to help the job seeker sell his particular ability or skill. If you want us to help you, register with us at the High School Placement Bureau. Later, I am going to tell you what jobs are now open. Be sure to listen!

¹Described in "How Business Education Uses Radio in the Ithaca Schools," W. Robert Farnsworth and M. Asenath Van Buren, *The Business Education World*, November, 1941, page 250.

Music up five seconds, then under for following speech.

And now let's take a look at our young hero, Bill, who, as you know, obtained a job in a grocery store last week to escape the misery of debtor's prison. Mr. Johnson, the manager, has found him to be a willing, though rather inexperienced, helper. We do not find, however, that lack of experience deters Bill at all. His chief asset (or shall we say liability?) is his imagination. All the folks who know the true William are watching this latest enterprise with crossed fingers and bated breath. Mr. Johnson—a slightly nettled Mr. Johnson, we would add—is speaking as our scene opens.

MR. JOHNSON. Now, Bill, outside of a few minor errors, such as smashing the spinach down in the bags until it looked as though it had been laid low by a tractor; putting Mrs. Grant's groceries in the bag with the eggs on the bottom (we heard from Mrs. Grant later, by the way); and arranging the canned food display so that it closely resembled the Leaning Tower of Pisa, you didn't have such a bad day yesterday. I might also add that every time you weighed out five and half pounds of sugar for five pounds, our profit went right out the door with the customer, and even though it may not seem broadminded of us, we are still in business to make a profit—such as it might be. Remember, no profit, no salary.

BILL. Sure Mr. Johnson, I catch on. And I'll get busy at straightening up that display right away. I know we'll make a good big profit today. I can feel it in my bones.

MR. JOHNSON. Well, that certainly sets my mind at rest. I . . .

MRS. VAN DORN. Oh, good morning Mr. Johnson. Isn't this just a lovely morning, and aren't you just bubbling over with the Christmas spirit? It's absolutely thrilling. I . . .

MR. JOHNSON. Yes, it's sure a great season. Here, Bill, you take care of Mrs. Van Dorn.

MRS. VAN DORN. Oh, you're a new boy. Maybe you're the one who sent up red pepper instead of paprika with my order yesterday. My husband was pretty hot about

it after I sprinkled some on the salad. Well, anyway, it's nice of Mr. Johnson to give you a job. I suppose you're earning money for Christmas presents for all your little brothers and sisters. Isn't that sweet of you? Well, now, let me see, what was it I came in for? Where is that list? I never can find anything in this bag. Here, no, that's last week's grocery list. Oh, here it is, right down at the bottom of everything. I want a bottle of vinegar, the nice sour kind; some celery. No, that's so stringy; it'll get in my bridge work (*start fading*). Carrots, flour. . .

BILL. Eleven, twelve, fourteen, no, I mean thirteen. Thirteen items, Mrs. Van Dorn. Is this on your account? O. K. We'll have them sent right up.

MRS. VAN DORN. All righty, Bob—er—no—Bill. You're a lovely boy, but you know you could improve your writing. Your figures are simply atrocious, really worse than mine, and they're pretty bad, my husband always says when he balances my checkbook. Well, good-by, Bob. You'll be sure my order comes right up.

BILL (*under his breath*). I sure will. I'm such a lovely boy—wish I'd bitten her. Fourteen, nineteen, twenty-five, thirty-five—my figures are atrocious, are they? Well, I can still read them. Thirty-five (*repeating*) thirty-five, what's that, a two or a five?—oh, five, I guess, yeah, a five—forty, forty-five. Total, four dollars and fifty-five cents. I'll put that in good big figures.

MR. JOHNSON. Well, Bill, did you get along all right with Mrs. Van Dorn?

BILL. Yeah, I guess so; but golly, Mr. Johnson, are all women customers like that?

MR. JOHNSON. One thing you'll have to learn, Bill, is that satisfied customers are your best advertisement, no matter how they rile you. Oh, hello, Jack, how are you?

JACK. O. K. Mr. Johnson. Say, that's a swell offer you're making.

MR. JOHNSON. Offer? What do you mean, offer?

JACK. Why, the chocolate candy, of course.

MR. JOHNSON. Hey, what is this? I don't know what you're talking about.

BILL. I guess he means the free chocolate bars for any purchase over fifty cents.

MR. JOHNSON. The free—say, what is this anyway?

BILL. Well—er—Mr. Johnson, I thought business needed peppering up . . .

MR. JOHNSON. So you thought you'd do a little of the peppering, eh?

BILL. Well, I kind of figured that the kids around here might talk their mothers into buying more groceries if we could make it worth their while.

MR. JOHNSON. So you just made a big free offer, eh. It seems to me that we discussed, in the course of our conversation a short while ago, the little matter of profit. Of course, a five-cent chocolate bar given for every fifty-cent purchase may not seem a great deal to you. But figure it out. I'll talk to you later.

BILL. Five cents out of fifty cents. Let's see, how much is that?

JACK. Can't you figure that out? Heck I don't see how you ever got this job.

BILL. Sure I can figure it out. Where's that pencil and paper—five cents out of fifty cents. What do you do, Jack, multiply? Or do you subtract it and then divide?

JACK. Neither one, stupid, you put five cents over fifty cents. That makes five fiftieths or one tenth, and that equals—that equals—Oh, golly, I gotta be going. I came in here to get something for my mother. I'm supposed to rush it right back to her. What was it, now? She's making cookies. Flour—sugar—molasses—no, they're coconut cookies. What else do you need in coconut cookies? Oh, yeah, coconut; some coconut, Bill—coupla pounds, I guess.

BILL. Hey, Jack, I think I've got it. One-tenth equals 10 per cent, doesn't it? That would mean we'd have to get more than 10 per cent profit on everything we sell, 'cause Mr. Johnson says my salary has to come out of profits, and I guess he'd have to pay rent and buy coal and things. Maybe we'd just better give a big prize when customers have brought around fifty dollars' (*start fading*) worth of goods. Something awful nice, like a bicycle. What d'ya think? (*Up for next speech*)

MR. FARNSWORTH. I'm almost afraid to look ahead. I certainly hope Bill isn't going to be back in my office looking for another

job next week. Perhaps experience will be his great teacher. (*Pause*) Our guest this afternoon is Mr. Berry, manager of the local office of the New York State Employment Service. I have asked Mr. Berry if he would mind answering a question or two concerning the problems faced by youth today.

(*Interview with Mr. Berry*)

Thank you very much, Mr. Berry. I am sure you have given an important bit of advice to Ithaca's young people. And now for some of the jobs that are open—as time will permit.

Wanted, a good secretary. One who can take dictation and read it back as from the printed page. This applicant must have an unusually good personality and be able to take care of complicated customer transactions as well as type and take dictation very rapidly. If you feel you qualify for this position, please apply at the High School Placement Bureau tomorrow. Wanted, boys interested in learning the mechanical end of aviation. Wanted, talented or skilled workers in every field. The demand for skilled, unemployed people exceeds the supply.

* * *

EDITOR'S NOTE: We quote now from the article referred to in the footnote on the first page of this article:

"One thing that we aimed *not* to do was to bore the public. We wanted to give information, but we also wanted to entertain. In the interviews, talks, and plays, we tried to capitalize on human interest and on humor."

We think they succeeded, and we hope you will be able to pattern some of your own scripts on this tested plan.

MISS RAY ABRAMS, principal of the Maybin School for Graduates, New Orleans, was honored as "citizen of the week" in a broadcast over Station WWL on November 3. The program gave briefly the reasons for the founding of the Maybin School, which opened its doors in 1935, and told of the fine work the school has been doing ever since in training and placing business students.

General Business Quiz No. 2

DWIGHT H. DILLEY

*Chairman, Commercial Department,
Durango (Colorado) High School*

1. On a counter in my bank is a name plate, "Escrow Department." Does this department serve (a) those who wish to buy insurance, (b) those who buy and sell real estate, or (c) customers who wish to open new accounts?

2. The other day I received in the mail three shirts that I had not ordered and did not need, but which had been sent to me by a shirt manufacturing company for trial. The price of the merchandise was quoted in an accompanying letter. Though the shirts were my size, I threw them on a shelf and purposely forgot about them.

Two weeks later I received a formal bill for these shirts. My friend Tom advised that if I didn't intend to pay for the shirts I'd better pack them up and return them. Dick suggested that I leave the shirts on the shelf to gather dust, and just ignore the bill. Harry told me to go ahead and wear the shirts and ignore the bill anyway. Who gave me the best advice?

3. I wish to send \$250 to my brother, who lives in a distant city. One of the safest ways to send money through the mail is by postal money order, so I wrote a letter and used this method. When my brother received my letter, it contained at least how many postal money orders?

4. The tax rate in my community is 14.75 mills. I own some property here, with an assessed valuation of \$10,800. What is the amount of my property tax this year?

5. To help prove that I paid a certain bill within a specified discount period, I am anxious to know the exact date that a check I wrote some time ago was paid by the bank. How may I obtain this information?

6. When I registered at a winter resort, the hotel clerk asked whether I wanted the American or the European plan. Since I ex-

This is the second business quiz by Dwight Dilley. The B.E.W. wants your list of questions, too — hard enough questions to interest teachers, but not too hard for wide-awake students.

pected to be invited out for most of my meals, which plan did I select?

7. At a public auction recently, I made a bid on a certain piece of furniture. The auctioneer heard my bid and, as usual, continued with his efforts to obtain higher bids. Suddenly I changed my mind about wanting this furniture, so I stopped the auctioneer and said, "I withdraw my bid of \$50." Was I acting within my rights?

8. While dictating to my secretary yesterday, I mentioned that, unlike most companies, Jones and Company does not use the ampersand in its firm name. What was I talking about?

9. For several years I held a clerical position with a firm located in one of our largest American cities. Depressing circumstances finally necessitated a general "lay-off" of many employees. When my time came, my supervisor called me into his office and explained why he had to dispense with my services. He said, "I am sorry to have to let you go, but if I can ever help you get located elsewhere let me know. I would suggest that you try to find something down in the street. I shall be glad to give you a recommendation." I thanked him, and departed; but for a long time I was puzzled over his suggestion that I find something down in the street. What did he mean?

10. When I asked the new office boy whether the house organ had been delivered yet, he replied, "I haven't seen it, but when it does come I'd sure like to play it." Why did I smile?

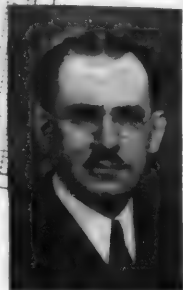
The answers to these questions will be found on page 445

The Counting House

MILTON
BRIGGS



R. ROBERT
ROSENBERG



A MONTHLY SERVICE
FOR TEACHERS OF BOOKKEEPING, BUSINESS
MATHEMATICS AND COMMERCIAL LAW

Conducted by
MILTON BRIGGS and R. ROBERT ROSENBERG

WE quote from *Vocational Trends*: "There are about 900,000 bookkeepers and cashiers in the United States. This is almost double the number of workers in these trades in 1910. In other words, we have more bookkeepers in proportion to our population than we did in 1910. However, bookkeeping and cashiering have not risen so swiftly as the entire clerical field of which they are important parts. Clerical workers as a whole *tripled* in number between 1910 and 1940.

More Changes—More Bookkeeping

"The boom in bookkeeping jobs has been greatly to the advantage of women. The number of men bookkeepers and cashiers has changed hardly at all in the last 30 years, while women have risen from a minority of these workers to a large majority. . . .

"The political and social changes of recent years have had a very great effect upon the bookkeeping trade. New laws have forced business concerns to keep more elaborate cost records. Fair trade regulations have increased the bookkeeping burden. The Wages and Hours law and social security legislation have added much to the work of keeping pay-roll accounts. Each year brings changes in the income tax—and more bookkeeping."

THE MONTHLY BOOKKEEPING PROJECT by Milton Briggs, which appears on page 406 of this issue, is designed to test the student's knowledge of simple financial statements. The B.E.W. will award cash prizes for the best student solutions.

Names of the November contest winners appear elsewhere in this issue.

All your bookkeeping students can earn Certificates of Achievement for their work with the projects that appear in this magazine and in pamphlet form. Address The Awards Department, 270 Madison Avenue, New York City, for full information regarding the projects and awards service.

HENRY MORGENTHAU, JR., Secretary of the Treasury, said in a recent speech before the Advertising Club of Boston: "We have been talking about inflation for a long time as if it were a threat remote from our daily lives. It is a distant threat no longer. We are facing it now, and we must deal with it at once. We must decide now, this year, we in Washington and you in the country at large, whether we shall have the common sense and determination to avoid what we went through twenty-five years ago. . . .

"I can give you only this pledge—that this Administration will do everything humanly possible to prevent inflation. But

You are cordially invited to submit manuscripts for publication in this department. The editors will carefully consider any pet theory you may have regarding the teaching of bookkeeping, business law, and business mathematics; lesson plans that your experience has proved particularly effective; and helpful hints and projects of practical value to other teachers. Manuscripts accepted for publication will be paid for at regular rates.

in this fight the Administration must have the firm support and the clear understanding of 130 million Americans behind it. If we have that support and that understanding, I know that we shall not fail."

Address the Advertising Club, Boston, Massachusetts, for a copy of the complete address by Secretary Morgenthau.

IN A RECENT STUDY of course titles for mathematics in the schools of Massachusetts, we found the following:

Household Mathematics, General Mathematics, Industrial Mathematics, Practical Mathematics, Related Mathematics, Social Mathematics, Everyday Mathematics, Applied Mathematics, Technical Mathematics, Basic Mathematics, Consumer Mathematics, Business Mathematics, College Mathematics, Mathematics Analysis, Shop Mathematics, Related Science and Mathematics, and nearly twenty more.

What has become of good, old-fashioned arithmetic?

WE WONDER whether we owe an apology to Sister M. Paul de Cruce, St. Peter High School, St. Charles, Missouri. In a recent letter the Sister wrote:

"Our school did not use the B.E.W. project and certification service last year after using it for the three preceding years, but do not blame me, blame those magnetic projects. The students seemed to put too much time on the projects and neglected assignments in English, book reports, etc. Give the students a bookkeeping project

and they are not satisfied until they have worked it out. They say, 'Sister, I want to see if it will come out right.' There is no way to stop their enthusiasm."

We are glad to note, however, that the mailman brings us papers from St. Peter High School again this year.

... "I used the bookkeeping projects last year and received on O.B.E. (Order of Business Efficiency) Charter last March. I find them very beneficial and urge all my students to compete."—*Maurice Greulach, Public Schools, Winamac, Indiana.*

... "I think these bookkeeping projects are a splendid idea."—*Emma D. Michel, Hadley Technical High School, St. Louis, Missouri.*



This picture of an early American banking house office, with ornamental border indicating the relation between banking and world commerce, was probably used as a business card for a Philadelphia banker, whose name appeared in the blank space in the middle.

A TWO-PERIOD Bookkeeping Project

WITH CASH PRIZES FOR SOLUTIONS

MILTON BRIGGS

*Senior High School
New Bedford, Massachusetts*

THIS is the fifth in a series of short bookkeeping projects. It will require no more than one or two 40-minute class periods to complete. This project will provide your students with a welcome change from textbook routine. All the information they will need is given here. The BUSINESS EDUCATION WORLD will distribute cash prizes, as described below, for student solutions of this project.

Read these introductory paragraphs to your bookkeeping students:

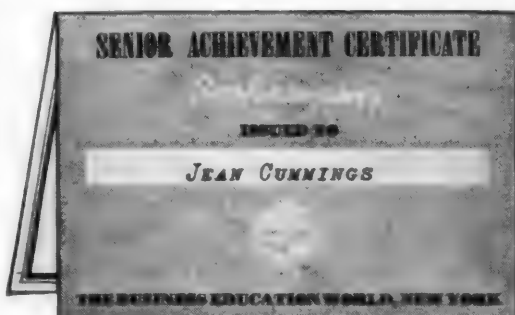
For about six weeks before Christmas, Amanda and Jonathan Merriwether had a gift shop in their parlor and living room at Codfish Farm. The "farm" is a year-around "tourist home" located near the center of Oysterville on Cape Cod in Massachusetts.

Assume that you served the Merriwethers as bookkeeper for their business in connection with the gift shop, which they named The Treasure Chest, and from your records you have drawn the Trial Balance shown with this project.

NOTE TO TEACHERS: *Have the Trial Balance shown here written on the blackboard, or dictate it to your students. If your students worked the previous project (in the December B.E.W.), redistribute their papers. Teachers who wish to distribute a copy of the Trial Balance to each student have permission to duplicate the project.*

Instructions to Students

Prepare a Profit and Loss Statement and a Balance Sheet for The Treasure Chest. Make the Balance Sheet in report form. Use regular journal paper or plain white paper,



properly ruled with pen and ink. *All wording and figures must be handwritten.* Have one statement on each side of the paper, thus using a single sheet for your solution.

At the close of business on December 31, the Merriwethers had merchandise unsold in The Treasure Chest amounting to \$89.50. This merchandise inventory is the only figure, aside from the Trial Balance, that you have to consider in preparing your financial statements.

The key for this project will appear in the February issue of the BUSINESS EDUCATION WORLD.

Contest Rules and Instructions

1. Select the best solutions (*not more than 3 from each class*) and mail them to Milton Briggs, Bookkeeping Editor, THE BUSINESS EDUCATION WORLD, 270 Madison Avenue, New York City.

2. The B.E.W. will award cash prizes as follows: \$3 first prize for the best solution submitted, a second prize of \$2, and ten prizes of \$1 each. In case of a tie, duplicate prizes will be awarded.

3. All solutions must show the student's name in full, name and address of school, and full name of bookkeeping instructor.

4. All papers must be in New York on or before January 28, 1942. Winners will be announced in the March B.E.W.

5. All papers submitted become the property of the BUSINESS EDUCATION WORLD. No papers will be returned.
6. The judges will be Clyde Blanchard, Milton Briggs, and Miss Janet Leddy.

Special Notice to Teachers

Although only three papers from each class may be entered for prizes, any number of papers may be submitted for a Certificate of Achievement. An attractive two-color Certificate will be awarded for each passing paper, including the three contest entries, submitted for the January project. Those who have received the Junior Certificate of Achievement will be awarded a Senior Certificate.

The usual examination fee of 10 cents for each paper is to accompany those submitted for certificates. Address the Awards Department, THE BUSINESS EDUCATION WORLD, 270 Madison Avenue, New York City. The best method for sending large numbers of papers is by express. Papers cannot be sent parcel post.

THE TREASURE CHEST

(Amanda and Jonathan Merriwether, Proprietors)

TRIAL BALANCE

December 31, 1941

1 Cash	686.93	
2 Mrs. James Slocum	4.70	
3 Mrs. Henry Parker	.38	
4 George Tilton	3.35	
5 Mrs. H. Wilbour..	17.37	
6 Equipment	15.00	
7 Amanda and Jonathan Merriwether, Capital		400.00
8 Cape Cod Confectionery Company ..		142.84
9 Pilgrim Novelty Company		107.43
10 Miss Polly Duxbury		12.00
13 Jonathan Handy Company		74.36
14 Sales		522.64
15 Purchases	487.13	
16 Selling Expense ...	27.45	
17 General Expense ..	16.96	
	<u>1,259.27</u>	<u>1,259.27</u>

December Project Key

NOTE: The Trial Balance shown here constitutes the key to the December bookkeeping project, as well as part of the January project.

Prize Winners in the November Bookkeeping Contest

The names of students awarded cash prizes in the B.E.W. Bookkeeping Contest for November are listed below. Names of teachers are in italics.

FIRST PRIZE—\$3

Jane Hughes, High School, Stillwater, Oklahoma. *Esby C. McGill.*

SECOND PRIZE—\$2

Betty Ruth Phillippe, High School, Bicknell, Indiana. *Loren Breedon.*

OTHER PRIZE WINNERS—\$1 EACH

Marie Achin, Presentation of Mary Academy, Hudson, New Hampshire. *Sister M. Francis de Laval.*

Doris Baker, High School, Sidney, Ohio. *Mary J. Dillon.*

Joan Duesman, St. Francis High School, Humphrey, Nebraska. *Sister M. Cyrill, O.S.F.*

Evelyn Elder, High School, Elvaston, Illinois. *Leo Osterman.*

Eleanor Fuessel, St. Gerard's High School, San Antonio, Texas. *Sister Mary Louise, S.S.N.D.*

Violet Germanos, St. Mary's High School, Chicago, Illinois. *Sister M. Isabel.*

Patricia Hoff, Lincoln High School, Tacoma, Washington. *J. E. Frail.*

Ellen Knauf, Saint Clara Academy, Sinsinawa, Wisconsin. *Sister (no name on papers).*

Marjorie Laramie, Normandy High School, St. Louis, Missouri. *Lawrence Hanebrink.*

Helen Laurino, High School, Weirton, West Virginia. *Ella Patience Harbourn.*

Mary Owens, Rosary Academy, Watertown, Massachusetts. *Sister Muriel.*

Marian Shirk, High School, McVeytown, Pennsylvania. *Ellen C. Rhinard.*

Elaine Smith, Kennebec School of Commerce, Gardiner, Maine. *Dolnor Littlefield.*

Marie Tiches, Central High School, Washington, D. C. *Mrs. Edith J. Carpenter.*

Mercene Wood, Senior High School, Bowling Green, Ohio. *V. W. Babb.*

The fifth bookkeeping project in the current series appears on page 406 of this issue. THE BUSINESS EDUCATION WORLD will award cash prizes for the best solutions.

Achievement Tests in American Business Law

R. ROBERT ROSENBERG, Ed.D., C.P.A.

4. *The Law of Contracts — Consideration in Contracts, Form of Contracts, and the Statute of Frauds.*

IN the following examination, which is the fourth in a series, Part 1, the multiple-choice test, requires 10 minutes; Part 2, the true-false, requires 10 minutes; and Part 3, the case test, may be administered in 20 minutes. If desired, the parts may be divided into shorter tests.

The correct answers are shown in parentheses with each statement and expression.

Permission is granted to teachers to duplicate these tests for free distribution to their students.

Part 1. *Consideration in Contracts*

MULTIPLE-CHOICE TEST—10 Minutes

INSTRUCTIONS FOR STUDENTS: One of the words or phrases in parentheses in each of the following sentences correctly completes the statement. Underscore the expression that will make the statement correct. (Note to Teachers: The correct word or phrase is italicized here.)

1. A promise made in a contract upon which one of the parties relies and on the strength of which he does something that he is not otherwise required to do, or refrains from doing something that he is otherwise free to do, is called the (subject matter, *consideration*, terms, basis) of the contract.

2. The person to whom a promise is made is known as the (vendor, promisor, *promisee*, vendee).

3. Doing something that one is not already legally bound to do is considered to be a (moral, *valid*, past, future) consideration, binding a promise and resulting in an agreement enforceable at law.

4. A promise to do something that is illegal is (rarely, *never*, always, often) a valid consideration.

5. Consideration must be (of some value, adequate in value to the thing promised, equal to the value of the articles bought or sold, of no actual value).

6. A promise of a gift cannot be enforced because of lack of (subject matter, form, *consideration*, legality).

7. The validity of an executed contract may be affected by (lack of consideration, *fraud*, inadequacy of consideration, its form).

8. A promise to pay for a benefit received by a person who was under no obligation to pay for such benefit at the time he received it (always, *never*, rarely, frequently) results in a legally enforceable contract.

9. A contract is (*void*, valid, voidable, illegal) if the article that is being sold is destroyed before the sale is completed.

10. A promise to support an old friend who is ill and without financial means is (always legally enforceable, *not legally enforceable*, often legally enforceable, illegal).

11. Contracts under seal requiring the payment of money are called (indentures, specialties, notes, *bonds*).

12. Promises that are exchanged for each other and that represent legal detriments suffered by each promisor are (*always*, sometimes, never, rarely) accepted as consideration for each other.

13. A promise in return for which nothing is given is known as a (moral, legal, *gratuitous*, void) promise.

14. Courts (*often*, never, always, rarely) enforce promises to donate money for charitable purposes.

15. A promise by one of the parties to a contract to pay the other party more than had been originally agreed upon between them for carrying out his uncompleted contract is (enforceable, *not enforceable*, voidable, illegal).

16. A promise to extend the time for payment of a debt is binding on the promisor (even if no new consideration is given for it, *if new consideration is given for it*, even if the terms of the contract were unreasonable, if the original consideration received by him was excessive).

17. The acceptance by a creditor of a smaller sum than is due on an undisputed claim and the signing by him of a statement that it was accepted in full payment of the claim (is bind-

ing on him, *does not prevent him from suing for the balance*, is voidable, is considered an accord and satisfaction).

18. An agreement by which the parties involved in a dispute as to the amount of a claim settle for a smaller sum than that originally demanded is referred to as (*an accord and satisfaction*, a compromise, a disputed agreement, a composition with creditors).

19. An agreement by a debtor, who cannot pay the full amount of his debts, with all his creditors, whereby they agree with one another and with the debtor that each will accept a smaller sum than is due him in full discharge of the debt is (*void, valid, voidable, illegal*).

20. Forbearing to sue or consenting to drop a pending suit (*is valid consideration*, is not valid consideration, is past consideration, is illegal consideration) for a settlement agreement.

Part 2. Form of Contracts and the Statute of Frauds

TRUE-FALSE TEST—10 Minutes

INSTRUCTIONS FOR STUDENTS: The truth or falsity of each of the following statements depends on the italicized words in the statement. If the statement is true, write T in an answer column at the extreme right; if false, write F and, in parentheses, write the word or phrase that will make the statement correct. (Note to Teachers: The answer column is omitted here to save space, and the answer follows directly after the statement.)

1. A *parol* contract is an agreement in writing and under seal. . . . (F—Formal)

2. When an oral agreement has been reduced to writing, the parties to the agreement *are not* allowed to offer oral proof that contradicts the writing. . . . (T)

3. Written evidence in proving contracts *aids* in the prevention of fraud. . . . (T)

4. An executed oral contract that was required by the Statute of Frauds to be in writing *gives* either party to it the right to recover what he has given under it. . . . (F—does not give)

5. An oral agreement that, under the Statute of Frauds, should have been put in writing is *void*. . . . (F—voidable)

6. An oral agreement that provides that the promisor shall be liable on a debt, irrespective of any default by the debtor, is *enforceable*. . . . (T)

7. Mutual promises to marry *must be in writing* to be enforceable. . . . (F—may be made orally or in writing)

8. A note or memorandum, signed *by the party to be charged*, satisfies the writing requirement of the Statute of Frauds. . . . (T)

9. The *payment and acceptance of cash*, irrespective of the amount, is the best way to bind a bargain. . . . (T)

10. The sales memorandum in an auction sale

must be signed by the purchaser to be enforceable. . . . (T)

11. Contracts coming under the Statute of Frauds may be proved *only by written evidence*. . . . (T)

12. A contract resulting from an oral agreement is *often* difficult to prove. . . . (T)

13. *All* contracts should be reduced to writing. . . . (F—important contracts)

14. A formal contract may usually be enforced within *twenty years* after breach of the agreement. . . . (T)

15. A simple contract may usually be enforced within *six years* after breach of the agreement. . . . (T)

16. A contract for the sale of an interest in real estate *must be* in writing to be enforceable. . . . (T)

17. Contracts that are incapable of performance within a year from the date made *must be* in writing to be enforceable. . . . (T)

18. A written contract on which the date has been omitted *is not* enforceable. . . . (F—is)

19. Any contract that is not based upon reality of agreement *is void*. . . . (T)

20. *Every change* made in a contract should be followed by the signature or initials of the parties to the contract. . . . (T)

Part 3. Consideration in Contracts, and Form of Contracts and the Statute of Frauds

CASE TEST—20 Minutes

Analyze each of the following cases, stating your decision and the reason for your decision.

1. Paulsen inherited a large tract of land that was rocky and difficult to cultivate. He sold it for a small sum of money. A short time later, oil was discovered on the land. May Paulsen have the sale set aside and get back his land on the ground that the consideration received for the tract was inadequate? Why? (No. In the absence of fraud, a legally enforceable contract results even though the consideration is not equal to the value of the article bought or sold.)

2. A young woman was promised \$5,000 by her father as a wedding gift. When her father refused to give the money to her as he had promised to do, the daughter sued, contending that her father was legally bound to do so. What do you think? Explain. (No. The father was not bound by his promise, because of lack of consideration. He had merely promised a gift. The marriage had not, apparently, taken place because of the promise.)

3. Maldin believed that minors should not be permitted to drive automobiles. The laws in his state permitted all persons over eighteen years of age to drive gasoline-powered vehicles if they passed satisfactorily driving tests given by the motor-vehicle department. Maldin said to Blythe, his nineteen-year-old nephew, "I will give you

\$500 on your twenty-first birthday if, in the meantime, you will not drive or attempt to learn to drive an automobile." Blythe did as requested by his uncle and demanded the \$500 when he became of age. Maldin refused to pay the money, claiming that Blythe had not given consideration for his promise, as he, Maldin, had not received any benefit from Blythe's failure to drive a car. Was Maldin right in his contention that Blythe had no claim on him because of lack of consideration? Why? (No. Refraining from doing something one is otherwise free to do and has a legal right to do constitutes sufficient valid consideration for a promise. Blythe had a legal right to learn how to drive an automobile. By refraining from doing so at the request of Maldin, he was giving sufficient consideration for the promise).

4. Wilton promised to contribute \$100 to a fund that was being collected to meet the needs of a city's poor for one year. The subscription blank that he signed read, in part, "In consideration of the promises and contributions of other subscribers, I hereby agree to contribute to the Community Welfare Chest the sum of \$100." He later changed his mind and refused to pay. Was he legally liable for the amount of his subscription? Explain. (Yes. It has been held that the Community Chest Committee, in accepting the subscription, had agreed to carry on the poor relief in the city and that this and the mutual promises of the subscribers constitute valid consideration for each subscriber's promise.)

5. Hilton contracted to sell his automobile to Burke, a used-car dealer, for \$300. Unknown to either, the car had been destroyed by fire the previous night. Burke sued Hilton for \$100, claiming that he had already promised to sell the car to one of his customers for \$400, and that as a result of Hilton's failure to carry out his part of the agreement (delivery of the car), he had suffered that amount of loss. Should he recover? Explain. (No. Destruction of the thing given as consideration to support a promise renders the consideration void and renders a promise made on the basis of this consideration invalid.)

6. Grove told Klein, a merchant, that if Jeliff failed to pay for any purchases of merchandise sold to him on credit, he, Grove, would do so. Relying on Grove's promise, Klein sold \$80 worth of goods to Jeliff. Jeliff failed to pay for them at the expiration of the credit period. Klein sued Grove on his promise. Judgment for whom? Why? (Judgment for Grove. A promise by one person that he will be personally responsible in case another person fails to pay a debt is required by the Statute of Frauds to be in writing.)

7. Harden orally promised to give Lenhardt steady employment for a period of two years at a salary of \$50 a week. At the end of fifteen months, he discharged Lenhardt without cause. Lenhardt sued, claiming that, according to Har-

den's promise, his term of employment was to run for an additional period of nine months. Harden did not offer a defense. Judgment for whom? Why? (Judgment for Lenhardt. An oral agreement that should have been in writing under the Statute of Frauds is enforceable if the party against whom it is sought to enforce the contract does not plead the statute in defense.)

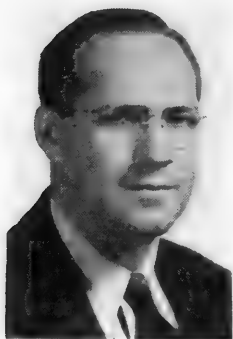
8. Clark entered into an oral agreement with Barrow for the purchase of a secondhand automobile for \$400. Barrow delivered the car and Clark paid the sum agreed upon. A short time later, Clark brought back the car and demanded the return of his money, claiming that under the Statute of Frauds¹ the contract should have been in writing and that, therefore, he had the right to back out of the agreement. What do you think? (Clark cannot back out of the agreement. The Statute of Frauds applies only to executory contracts. The mere fact that an oral contract was originally unenforceable because it was required by the Statute to be in writing does not give the party to such a contract, which has been executed, the right to recover what he has given under it.)

9. Heller made an oral contract with Lewis, an old friend, agreeing to build a desk for him during his spare time and to deliver it within a year and a half. Did a valid, enforceable contract result? Why? (Yes, a binding contract resulted. It was possible to complete the desk within one year. The contract did not, therefore, come under the writing requirements of the Statute of Frauds.)

10. Helmer contracted in writing with Stanley for the construction of an addition to his house for \$1,500, to be completed in ninety days. After beginning work on the addition, Stanley, at Helmer's request, agreed orally to complete the work in sixty days, and further agreed orally to accept \$1,200 instead of \$1,500 if he failed to complete the addition in that time. Was the new agreement enforceable? Explain. (No. The new agreement could not be enforced. 1. It was not in writing, and the parol-evidence rule would apply. 2. Consideration for the new promise was lacking.)

¹ The law of the state in which the contract was made provided that contracts for the sale of goods over \$50 must be in writing to be enforceable.

BOOKKEEPING EDITOR'S NOTE: It is possible for each of your students to earn four certificates of achievement for bookkeeping work this year—a Junior Certificate for the first satisfactory project solution, a Senior Certificate for the second, a Certificate of Superior Merit for the third, and a special two-color National Bookkeeping Contest Certificate in March, 1942.



JACK G.
EDELMAN

Teaching Honor Classes In Bookkeeping

AT Evander Childs High School, in New York City, the problem of educating the more gifted pupils is met by segregating the superior students in honor classes. The requirements for admission to an honor class are 85 per cent or over in the particular subject during the preceding term and an average of 75 per cent or better in all prepared courses.

When I was placed in charge of an honor class in bookkeeping, the first question that arose in planning the term's work was how the aims of teaching an honor class should differ from those of a normal class.

Aims in Normal Classes

The aims in bookkeeping for normal classes as outlined in the New York City syllabus are as follows:

1. To give pupils a knowledge of bookkeeping principles and the ability to apply these principles to business situations.
2. To give pupils a knowledge of present-day business procedure in order that record-keeping may be meaningful to them.
3. To develop in pupils the ability to interpret accounts and financial statements as a guide to intelligent business management.
4. To inculcate proper habits, attitudes, and ideals necessary for success in the business world and in the conduct of one's own personal affairs.
5. To inculcate in pupils the ability to understand and interpret facts contained in current literature dealing with financial and economic affairs.
6. To inculcate in pupils a realization of the necessity of absolute accuracy in record-keeping.

7. To give pupils knowledge which will later help them to keep adequate records of their personal transactions.

8. To develop an interest in the study of bookkeeping so that pupils may continue the study to equip themselves as bookkeepers and accountants.

Aims in Honor Classes

In addition to the above aims, intended for all bookkeeping pupils, I decided that honor class teaching should provide for the following:

1. Honor pupils should derive a knowledge of bookkeeping principles and the ability to apply these principles to practical business situations, as do normal pupils; but, in addition, this ability should reach a high degree of skill, at least in the most common business transactions.
2. These pupils should obtain more than an academic knowledge of business procedure; in fact, they should actually participate in real business affairs.
3. The pupils should not merely interpret, academically, accounts and financial statements; they should employ these interpretations in actual business situations.
4. Pupils should actually see bookkeepers on the job and learn to appreciate and respect good workmanship, as well as to become conscious of these habits, attitudes, and ideals that are expected and demanded in the regular business world.
5. These pupils should become acquainted with the best accounting literature so that they may know what to look for and where to look to solve problems that they may encounter.
6. These pupils should learn not only to appreciate the need for accuracy but also, and even more important, to check their work and how to correct errors.

JACK EDELMAN is a teacher of accounting and business practice in Evander Childs High School, New York, with degrees from the College of the City of New York and from New York University. He is vice-president of the Accounting and Law Teachers' Association and an active member of other professional organizations. He has contributed articles on various subjects to several publications and is chairman and business adviser of the faculty board of publications of Evander Childs. He likes athletics and was formerly a life-saving examiner for the American Red Cross.

7. The pupils' experiences should be so widened that bookkeeping becomes part of their daily activities.

8. They should learn about the opportunities open to them in bookkeeping upon graduation.

9. Pupils should learn to be alert to the changing needs of business, such as the use of new machines, new employment opportunities, etc.

10. Pupils should become familiar with practices in different types of businesses.

Means of Accomplishing These Aims

To accomplish these aims, various methods and materials were used. Among the highlights of the course, the following were most valuable:

Pupils were urged to participate in and were placed in some school extracurricular activity involving bookkeeping or other business practice. The extracurricular activities engaged in included the G. O. office, the G. O. store, the cafeteria, business administration of publications, the bank, the principal's office, the dean's office, the grade adviser's office, and the general office.

Actual books and records kept by pupils in extracurricular activities were brought to class. Whenever a new topic was taken up, pupils were asked to relate the new subject with their work in the extracurricular activity.

As an example of this, when the topic of depreciation was studied in the classroom, a pupil working in the cafeteria office described the method of depreciating fixed assets followed in the cafeteria. Through

participation in extracurricular activities, bookkeeping and business practice became a daily part of the pupils' lives.

Selected reference books in bookkeeping and accounting, as well as professional magazines, trade journals, and descriptive firm catalogues, were kept in the classroom and made available to pupils. The latter thus became acquainted with the work of leading authorities; in addition, they were made conscious of changes going on in business and business equipment.

We took trips to several different kinds of firms. These trips included a visit to a department store and one to a wholesale establishment. Arrangements were made in advance so that pupils would have the opportunity to talk with and listen to various persons employed by the concern visited and to see workers actually on the job, so that they could learn about opportunities for employment, working conditions, requirements for employment, the caliber of work demanded in the business world, etc.

On the occasion of the trip to the department store, pupils were first taken to a classroom in the store, where the working organization of the firm was carefully explained to them by the assistant controller. Then the class was divided up into three groups, and each, under the leadership of a head of a bookkeeping division, made a tour of the store.

The particular points visited were the Receiving and Stock Departments, the cashier's office and tube room, the Mail Department, the Credit Department, and the Bookkeeping Department. At each point, the groups paused to receive a full explanation of the work being performed.

Most of the time was spent in the Bookkeeping Department. Here the pupils saw billing-machine operators, sorters, filing clerks, tabulators, and a host of other workers in action. They saw customers' statements being prepared, sales totals being added, and many other bookkeeping operations being performed.

Typical questions raised by the pupils on the day after a trip was made included the following: "Do people have to keep on working all day long as hard as we saw them

work?" "Do machine operators have to know bookkeeping?" "Are all bookkeeping jobs as specialized as those we saw?"

A practice set, involving the use of real business forms, was worked. This set provided extra drill with which to develop necessary bookkeeping skill; in addition, it accustomed pupils to make entries based on business forms, as well as to become familiar with the forms encountered in business.

Throughout the term, checking of work was stressed. Whenever material was placed on the board or otherwise gone over in class, pupils were asked to pattern themselves after accountants at work; accountants always place check marks on work they have reviewed. Students' errors were discussed, whenever feasible, from three points of view: how such errors would become apparent in a set of books used in business, how they would be localized, and how they would be corrected.

At various times, a socialized recitation was conducted. For instance, in discussing profit sharing in partnerships, pupils were asked to volunteer to look up different profit-sharing methods in their reference or textbooks and then report to the class on their findings. Socialized recitations served to develop initiative in pupils, as well as to provide practice in using reference materials, inasmuch as pupils had to refer to various texts in planning the part of the lesson they had undertaken.

Challenging questions were often put to the class for the express purpose of making pupils think reflectively. Such a question as the following was posed: "What bookkeeping entry is made at the end of the eleventh year if an asset has been depreciated to its scrap value by the end of the tenth year but is still serviceable?" Questions and problems that required reflective thinking served to inculcate proper thinking habits.

The pupils were made group conscious, because the honor group was to set the standard for the rest of the department. The classroom decorum was such that pupils could discuss their difficulties with one another except on days when new lessons were developed. Making pupils group con-

scious tended to teach them to respect one another's ability as well as to work together.

Very often, honor classes are established only in academic subjects for the bright pupils who intend to go to college, and only those subjects are included which will enable the pupils to qualify for admission into college. There are, however, many bright pupils who do not intend to go to college. Honor classes for such pupils are as valuable as classes for pupils preparing for college.

A course in bookkeeping, as has been pointed out, by its very nature can be made meaningful and practical in the life of the pupil. Pupils enlisted in such courses should be graduated in proud possession of definite marketable skills and powers.

News from Teachers College, Columbia University

MISS PAULINE TURNER, a graduate student at Teachers College, is making a study of the place of personal typewriting in the curriculum of the elementary school. As a part of this study she is teaching an experimental class in the eighth grade of the Lincoln School—an elementary and secondary school conducted by Teachers College.

Personal typewriting in the eighth grade is new to the curriculum of the school. There are twenty pupils in the class. They meet for three 40-minute periods each week, in a room equipped with portable typewriters. The class will continue throughout the school year.

Miss Turner, with the co-operation of the eighth-grade teachers, is working out a program correlating typing and the other subjects the pupils are studying.

Miss Turner is a graduate of Bates College at Lewiston, Maine, and has taught business courses in the high school at Auburn, Maine. Her study of personal typewriting is under the direction of Dr. H. L. Forkner, head of the Business and Vocational Education Department at Teachers College.—*M. R. Knoer, B.E.W. News Correspondent.*



A Business Corporation In a High School

GEORGE O.
STORY

SEVERAL years ago, an article appeared in the *Reader's Digest* describing Junior Achievement, Inc., a movement that gained considerable impetus during the depression years. According to this article, boys and girls under twenty-one years of age are forming stock companies for the production and sale of small articles such as bird houses, book ends, leather goods, etc. Making their headquarters in old barns, vacant rooms, and attics, these junior corporations, complete in their organization and lines of authority, are furnishing valuable training for boys and girls in modern principles of business organization and management.

Two years ago, I suggested the idea of a school corporation to the pupils in the Commercial Department of the Richfield Springs Central School. The pupils liked the idea of being stockholders, so we looked about for a suitable business venture. After some discussion, the production and sale of our school paper, *The Student*, was selected as having the most possibilities, inasmuch as the work of typing and duplicating the school paper is customarily done by the commercial students under the guidance of the commercial teacher. Thus Press Club, Inc., began.

Using models and illustrations from textbooks to guide them, a group of the more interested pupils drew up a charter. This charter, which was granted by the principal of the school, gives Press Club, Inc., the exclusive right to publish the school paper for an unlimited number of years. It provides for the issuance of fifty shares of common stock with a par value of 50 cents each.

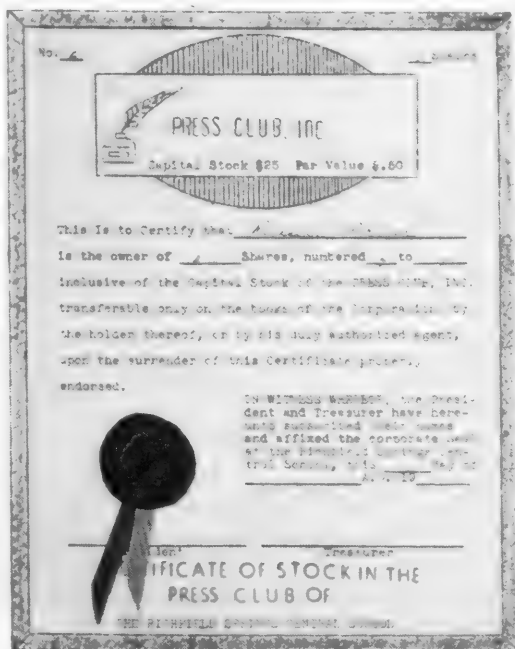
To prevent ownership's ever becoming concentrated in the hands of a few pupils,

it is specified that no pupil may own more than five shares and that the stock of any pupil who leaves school without selling to a qualified buyer escheats to the corporation and can be resold.

Provision is made in the charter for the election of a board of directors of nine pupils, who are to elect from their number a president, a secretary-treasurer (who is required to be studying bookkeeping), and seven vice-presidents.

Election of the Directors

The manner of electing the directors does not conform entirely with business practice. Previous to the election, the stockholders gather in small groups about signs labelled with the names of the different departments of the school paper. Each shareholder casts as many votes for one director as he owns shares of stock.



A Certificate of Stock in the Press Club

GEORGE O. STORY is a teacher in the Richfield Springs (New York) Central School. His bachelor's degree is from New York State Teachers College, Albany, where he is completing work toward the master's degree. He is president of the Central New York State Scholastic Press Association, coaches wrestling, and plays golf.

For example, all stockholders interested in the sports department congregate about the sign bearing that insignia, and the director whom they elect becomes editor or director of the sports department. He then proceeds to organize his department from among the interested stockholders.

Pupils who are not stockholders are invited to assist so that they may learn whether or not they wish to become owners. A period of service with one of the departments is necessary before one may become a qualified buyer. A stock-exchange day is held in the spring so that graduating seniors and others planning to leave school may meet with qualified buyers and bargain for the sale of their stock.

The election of the directors and the final staff organization are held the following fall.

The board of directors is the policy-making body for the corporation. It is the supreme court that settles all disputed questions. Other duties are to plan the number of issues, number of pages and space allotted to each department in each issue, dead lines, rates and amount of advertising, etc.

Original shares of stock in Press Club, Inc., were issued as equitably as possible to the members of the former press club and commercial classes on the basis of their past contributions, work, and interest. The certificates (one of which is shown here) are mimeographed on pa-

per 8 1/2 by 11 inches. The corporation seal contains the monogram, PCI, cut from a linoleum block. The imprint is made with purple ink on gold paper, after which it is cut out and pasted over purple and gold ribbons on the certificate.

Bookkeeping and accounting for PCI is done in the bookkeeping class. Before the books were opened, a list of the assets and liabilities of the former press club was prepared. The net worth was established at \$33, of which \$25 was credited to capital stock and \$8 to surplus.

In addition to the bound books kept by the treasurer, each pupil in the second-year bookkeeping class keeps an additional record

PRESS CLUB, INC.
BALANCE SHEET, January 1, 1941

Assets	
<i>Current Assets:</i>	
Cash	\$25.69
Petty Cash	1.00
Advertising Receivable50
Merchandise Inventory	3.58
Total Current Assets	\$30.77
<i>Fixed Assets:</i>	
Office Equipment	\$ 4.03
Less Reserve for Depreciation70
	\$3.33
Mimeograph Equipment	\$26.00
Less Reserve for Depreciation	3.90
	22.10
Stapling Equipment	\$ 4.00
Less Reserve for Depreciation	1.40
	2.60
Total Fixed Assets	28.03
<i>Deferred Charges:</i>	
Stapling Supplies	\$.10
Correction Fluid	1.25
Colored Mimeograph Ink50
Office Supplies70
Total Deferred Charges	2.55
TOTAL ASSETS	<u>\$61.35</u>
<i>Liabilities</i>	
<i>Current Liabilities:</i>	
Accounts Payable	\$13.75
<i>Capital Stock and Surplus</i>	
Capital Stock Authorized and Issued	\$25.00
Previously Earned Surplus	\$14.34
Net Profit, January 1, 1941	8.26
Total Surplus	22.60
Capital Stock and Surplus	47.60
TOTAL LIABILITIES AND PROPRIETORSHIP	<u>\$61.35</u>

PRESS CLUB, INC.
STATEMENT OF PROFIT AND LOSS
FOR PERIOD ENDING JANUARY 1, 1941

<i>Income from Sales:</i>	
"Student" Sales	\$12.15
Advertising Sales	8.90
Total Income from Sales	\$21.05
<i>Cost of Goods Sold:</i>	
Merchandise Inventory	
November 1, 1940	\$.70
Purchases	\$13.19
Add Parcel Post In31
Gross Purchases	\$13.50
Less Purchases Return & Allowances	1.00
Net Purchases	12.50
Merchandise Available for Sale	\$13.20
Less Inventory January 1, 1941	3.58
Cost of Goods Sold	9.62
Gross Profit on Sales	\$11.43
<i>Expenses:</i>	
Depreciation of Office Equipment	\$.20
Depreciation of Mimeograph Equipment	1.30
Depreciation of Stapling Equipment20
Stapling Supplies Used40
Office Supplies Used40
Correction Fluid Used67
Total Expenses	3.17
NET PROFIT	<u>\$ 8.26</u>

of PCI's transactions in books made by stapling journal and ledger paper inside manila folders. These books are ruled to provide for a columnar cash book, an advertising sales journal, a purchases journal with parcel-post column, a general journal, and a petty-cash book. Controlling accounts are maintained with advertising receivable and accounts payable.

Class Records Transactions

At the beginning of each bookkeeping period, the entire class devotes a few minutes to recording the transactions of the previous day. All entries are made from the original business papers, which are passed around the class so that each member may examine them himself and determine the accounts affected.

Due to the system of internal accounting used in the Richfield Springs Central School, PCI does not have a checkbook. An internal accounting subsidiary ledger takes the place of a checkbook for the purpose of prov-

ing cash, and funds are treated as banked when placed in the custody of the central treasurer.

The financial statements for PCI's fiscal period ending January 2, 1941, are shown here. The item of purchases includes Mimeograph paper, cover stock, stencils, and ink. Other supplies are treated as deferred charges. Depreciation on the fixed assets is computed at 10 per cent a year. PCI is given free rent and uses the school's Mimeograph. It owns one-half of a new Mimeoscope, which it purchased in partnership with the school office, where it is used a part of the time.

Although especially helpful as a bookkeeping project, the fiscal affairs of PCI serve as illustrative material in other commercial classes. For example, the class in Introduction to Business handles the correspondence; the best letters are selected and signed by the proper official.

From PCI's statement of profit and loss, the students of business arithmetic compute the rate of return on investment, rate of profit on cost of goods sold, on sales, etc.

Legal aspects of PCI's advertising contracts are examined by the students of business law, while the economics class has first-hand information on the corporate form of business organization.

Salesmanship students have found PCI a good company from which to obtain practical experience. All typing and mimeographing is done in the typewriting classes, where it supplements the textbook material for the more capable students.

During its two years of existence in the Richfield Springs Central School, Press Club, Inc., has shown the students, in a small way, that modern business is an exciting adventure quite removed from the study of its component parts, the subjects; and even these come to be regarded with heightened respect when students are able to see their use in terms of an integrated whole.



The Format Of Legal Documents

EVA L.
CONNELLY

In the first installment of this article, which is concluded here, the author explained the following details about the law stenographer's work in preparing legal documents: carbon copies, spacing, erasing and corrections, changes, notarizing, paging, margins, arrangement of the caption, and arrangement of the box.

THE carbon copy of any legal paper kept in the office file should have the signature, preceded by "Signed," typed at the end after the original and other carbon copies have been signed. All names in the papers and in signatures should agree in the way they are written, and they should be the legal signatures used by the individuals. Abbreviations of personal names should be avoided.

If a will is very long, it may be signed by the testator at the bottom of each page; otherwise, the number of pages in the complete will may be mentioned in the attestation, which is the statement just preceding the signatures of the witnesses.

"By" should be used when a person simply signs for a company or as the representative of another person. "Per," "Per Proc.," or "P. P." is used when an agent signs, under special authorization, for a principal. The full term is *per procurationem*, meaning by authorization or proxy.

The typist should use the underscore for making any line that is to have pen-written words filled in, such as the lines for the signatures of witnesses. A line of periods should never be used for this, as the depression or puncture of the period catches the pen point.

A fact not always appreciated by the personnel of the attorney's office is that all im-

portant legal documents *should* be signed in indelible ink. Pencil signatures are legal but not advisable.

There must be at least one line of the writing above the signature on the last page of a legal paper. Otherwise, the sheet bearing the signature might be attached to some other paper, thus binding the signatory to something he did not intend.

Dates. The stenographer should make sure that each legal paper bears the date of its execution. If the date is not mentioned within the paper, it should be placed after the last paragraph and before the signatures of the witnesses.

Back or Cover. Usually each copy of a paper that goes out of the office is enclosed in a separate cover. As it is customary to serve the complaint, summons, and verification at the same time, however, they are often enclosed in the same cover.

This cover or back is a sheet of heavy paper, customarily blue, slightly larger than the inside sheets—especially, about two inches longer. The top edge should be folded down about an inch and a half, and the corners of the narrow strip may then be turned under for greater security of the fastening. The bottom of the sheet is then folded up to the top, and then the fold at the bottom is again brought up to the top, making four sections of the cover, excluding the narrow top fold.

The front of the cover will bear the indorsements that identify the contents. Some offices use printed forms with prepared spaces to be filled in; others use plain paper on which the stenographer has to type all the information. In the latter situation, he must see that the typing is on the correct section of the quarter-folded back. It should appear on the second quarter from the top. The back can be inserted into the typewriter

with the single fold to the right when it has been folded only once or in halves, or when the final fold has been opened again.

Indorsements. The indorsements should include all information needed to identify the contents of the paper. On the cover of the pleading should appear the name of the paper, the venue of the action or proceeding, names of parties, and the name and address of the attorney. When the name of the opposing attorney is learned, this should be added. When the case has been assigned an index number by the clerk of the court, this number also should be recorded. A margin of about an inch at the top and bottom and a half an inch at the left side of the folded cover should be allowed.

Case No. 504624	
CIVIL COURT MILWAUKEE COUNTY, STATE OF WISCONSIN	
RICHARD ROE,	Plaintiff,
vs.	
THOMAS SMITH,	Defendant.
ANSWER AND COUNTERCLAIM	
BROWN AND BROWN, Attorneys for Defendant, Post Office Address, Cary Building, 408 East Wells Street, Milwaukee, Wisconsin.	
To ROBERT JONES, Attorney for Plaintiff,	
Due and proper service admitted this.... day of....., 1941. Attorney for Plaintiff.	

MRS. EVA LARSON CONNELLY is head of the Shorthand Department, Miss Brown's School, Milwaukee, Wisconsin. She has contributed other articles to the B.E.W. and has also written for the Gregg Writer. She has taught in high school, business school, and college in several states and has been a secretary—as was her grandmother, who, at the age of eight, was secretary to her father, Royal Court Chamberlain under Charles XIV of Sweden.

When the cover has been prepared, the white pages are inserted under the narrow fold so that the cover projects an equal distance on each side to protect the document itself, and the sheets are then fastened together by means of staples inserted far enough from all edges so that a sheet cannot tear out of the binding. Some offices type the name of the paper in the bottom margin of the blue cover. This is a convenience for those who refer to the file, as the paper wanted can be found by lifting only the bottom edges of the papers that must be handled.

The colored cover also is a convenient means of separating the different papers in the files, as they are arranged in chronological order. These aids to the expeditious handling of the papers are lacking when only a half-length sheet of blue cover is used, as is done in some offices in order to reduce the cost of the covers.

Copying Legal Papers. Write "(COPY)" at the top of the first page of every manuscript copied. A copy of a copy is marked "(COPY of a COPY)." When typing from any copy, always use a ruler or other straight-edged instrument to follow the lines. In copying legal papers, copy the punctuation *exactly* as it is in the original, whether it seems to be right or wrong. Underline any mark that is plainly incorrect. Where it is obvious that there is an error in a word, the copy should be followed, with "sic" in brackets, as "He is an adapted (sic) child."

Sealed Instruments. The significance of the presence of (SEAL), L. S., or "L. S." on the line with the signature should be understood by the one who types the paper. The law in most jurisdictions recognizes these letters as the individual seal of the signer, and the paper bearing it is known as a "sealed instrument."

The custom of using a seal probably goes back to the time before many people were

able to write, and documents and letters were signed by impressing the individual's engraved seal. The use of an actual seal made upon wax, which usually holds a string or ribbon, has nearly gone out of use, but a wafer of paper may take its place and is often used on such documents as wills.

Statutes in some states still require the use of the seal on some instruments, and it does have certain significance. In some states, contracts under seal are not outlawed by the Statute of Limitations in the period of time affecting others. A sealed contract also presumes consideration, and suit cannot be brought to claim absence of consideration. The time limit for bringing a cause of action concerning a contract under seal is greater than for contracts not under seal.

Using Printed Forms for Legal Documents. Many legal papers are made out by filling in printed document forms on the typewriter. The printed blanks, prepared by printers who specialize in that kind of work, prove to be a saving of time for both the attorney and the stenographer. Printed forms are not always legally correct in all details, however. If no form for the paper is available, the attorney must prepare his own document and dictate it to his stenographer, referring to a form book to insure that no essential parts are omitted.

When the stenographer has the printed form approved by the courts of the state as the basis of the document, he fills in the data given him or gets it from the case file.

There are a number of points to be observed in the use of printed forms. When carbon copies are made, care should be exercised in adjusting the sheets so that the lines and spaces will correspond on all blanks. A folded strip of paper should be placed over the top edges to prevent their slipping when the sheets are being inserted into the typewriter and adjusted for correct position. Since printed forms are usually on stiff, heavy paper, it is better to write each one individually than to make carbon copies. In this case, the duplicate copies should be marked "(COPY)."

The feed-roll release lever and the variable line-space adjustment will have to be used to get the papers into the position for

filling the blanks. The paper should be adjusted so that the typing comes just enough above any printed line so that the letters are entirely visible. If there is no printed line, the type and the print should agree perfectly in alignment.

The paper should be read carefully to see that *every* blank is filled. When a large space of several lines is left for an insertion and only a part of the space is used, the remaining blank space should be filled by ruling with pen and ink a horizontal line to the right, a diagonal down to the left, and another horizontal to the right. This fills the blank space with a Z-spaced figure and makes it impossible for anything which would alter the import of the document to be added later in that space. Other smaller line-spaces not filled by words should be filled by a line of hyphens.

—BUY DEFENSE BONDS AND STAMPS—

THE executive board of the Eastern Commercial Teachers Association met in Baltimore recently to complete plans for its convention, which will be held in the Lord Baltimore Hotel, Baltimore, Maryland, April 1-4. The report of the local committee promises many attractive features in addition to the interesting program on "Unit Planning in Business Education," which will be developed as a series of lesson plans setting forth the procedure and objective for the unit or section of work to be covered in each topic. Speakers will be announced later, according to Miss Sadie L. Ziegler, of Rider College, president of the Association.

Due to the illness of Yearbook Editor Frank H. Ash, the program and yearbook are now under the direction of Paul L. Salsgiver, of the Department of Commercial Education, Boston University, with Rufus Stickney, of the Boston Clerical School, and Dr. James R. Meehan, of Hunter College, as associate editors.

Clyde B. Edgeworth, director of commercial education of Baltimore, is in charge of the membership campaign.

Treasurer P. M. Heiges reports advance memberships considerably ahead of last year at this date.

INTERNATIONAL BOOKKEEPING CONTEST

**Three Divisions: Public High Schools;
Catholic High Schools; and Colleges**

PRIZES AND AWARDS (For *Each Division*). *First Place in Each Division*: A silver trophy cup awarded permanently to the school; \$10 to the teacher (or teachers) of the winning club; \$10 to the winning club.

Second to Tenth Place in Each Division: \$5 to the teacher (or teachers) of each club; \$5 to each club.

Eleventh to Twentieth Place in Each Division: A special bookkeeping fountain pen with posting point to the teacher of each club.

Additional Awards for Teachers: Hundreds of gold, silver, and blue seal superior achievement certificates, suitable for framing, will be awarded to teachers whose clubs meet certain standards, whether or not they win one of the above prizes. All teachers whose classes place within the first twenty will receive the superior gold seal certificate.

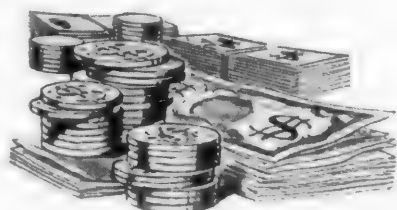
Additional Awards for Students: Special two-color "International Bookkeeping Contest" certificates will be awarded to all students whose papers meet an acceptable business standard, whether or not their club wins one of the prizes. There will be no charge for this certificate; the contest entry fee of 10 cents covers its cost.

ENTRY FEE. To help defray contest expenses and to cover the cost of issuing two-color certificates to every student whose paper meets an acceptable business standard, an entry fee of 10 cents will be required for each student who enters.

CONTEST MATERIAL. The official contest project and complete contest rules will be published in the February, 1942, issue of this magazine. Teachers who wish their students to have individual copies of the bookkeeping contest project may duplicate the contest project to be found in the February BUSINESS EDUCATION WORLD or may purchase reprints of it from the B.E.W. at 1 cent a copy (see contest coupon on page 450). One copy of the project will be sent free to each teacher who sends the contest coupon. The contest project will be a practical business problem similar to the bookkeeping projects that have been published monthly in the B.E.W.

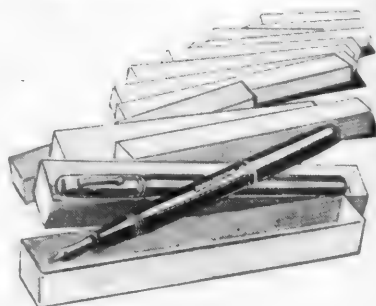


3 Silver Trophy Cups!



**60
Cash
Awards!**

**30
Posting
Fountain
Pens!**



- **Three Silver Trophy Cups—
One for Each Division**
- **Sixty Cash Awards for
Teachers and Students**
- **Thirty Bookkeeping Fountain
Pens for Teachers**
- **Hundreds of Gold, Silver,
and Blue Seal Certificates
for Teachers**

BOOKKEEPING CONTEST

**Tell Your Bookkeeping Teacher Friends
About This Big Contest for Their Students**

ENTER AS "CLUBS." Papers are to be submitted in clubs only. A club consists of all the papers from one school. Without exception, a club must consist of at least ten solutions. Solutions may not be submitted singly or by students except through their teachers.

SMALL AND LARGE CLUBS HAVE EQUAL CHANCE. Every club, large or small, has an equal chance to win in this contest. The composite score for each competing school will be the sum of three percentages:

1. The percentage of the total enrollment of the class or classes submitting papers. (Example—75 bookkeeping pupils: 72 papers submitted; score, 96 per cent.)
2. The percentage of papers submitted that reach an acceptable business standard. (Example—72 papers submitted: 67 acceptable; score, 93.05 per cent.)
3. The percentage of papers submitted that rank as superior. (Example—72 papers submitted: 13 superior; score 18.05 per cent.)

The final composite score in this case would be 96 plus 93.05 plus 18.05, a total of 207.1 out of a possible 300 per cent.

WIN RECOGNITION. Here is a fine opportunity for you and your students to win recognition in the eyes of school administrators, parents, and local businessmen. Whether or not you win one of the many prizes, you can still qualify for a beautiful Teacher's Superior Achievement Certificate that can be framed and hung in the classroom. You and your students will be proud to point to that concrete evidence of superior accomplishment. Students, too, whether or not they win cash prizes, will be awarded attractive, two-color "International Bookkeeping Contest" certificates, which they will take pride in showing to prospective employers.

WHAT TO DO NOW. Turn to page 450, fill in the contest coupon, and mail it TODAY. It will bring you on February 1 everything you will need for the contest. Then watch for the February B.E.W.!



Student Contest Certificates!



**8" by 10½" Superior Achievement
Certificates for Teachers!**

- **Thousands of Two-Color Contest Certificates for Qualifying Students**
- **Contest Entry Fee, 10 cents a Student**
- **Contest Begins in February, Closes April 1, 1942**
- **Mail the Contest Entry Coupon on Page 450 TODAY!**



Student Teachers Department

Conducted by MARION M. LAMB

Head of Commerce Department, State Teachers
College, West Liberty, West Virginia

BECAUSE so much has been said and written about the teaching of transcription, we are going to visit a first-day transcription class taught by a young teacher of some local reputation, Miss Jane Ratcliffe.

In response to our preliminary, warning letter, Miss Ratcliffe wrote that the transcription class is scheduled to meet daily for a double period of one hour and twenty minutes and that the class will be in session for the entire time this first day. The members of the class, mostly high school seniors, have had one year of shorthand and at least one year of typewriting instruction.

We enter a large, light room in which there are approximately forty wooden typewriter tables, to which are fastened standard typewriters of a well-known make. A typewriter eraser is tied to each machine.

The twenty-six pupils in the class are seated at the tables, with notebooks open and, in some cases, with pens poised for dictation. The teacher, however, has other plans for them, for she is giving out old copies of *The Gregg Writer* to be distributed to class members.

MISS RATCLIFFE. You will receive a copy of the December, 1940, issue of *The Gregg Writer*, class. Turn to the Junior O. G. A. test on page 193 and read through the copy. I think you'll remember this fable. (*The teacher writes on the board, in shorthand, "The Gregg Writer, page 193." Upon receiving our copies of the magazine, we find that the Junior O. G. A. Test for the month is a fable entitled "The Kind Man and the Viper," eighty-nine words long and easy to read.*)

MISS RATCLIFFE. Do you all have your copy of *The Gregg Writer*? And have you the place at page 193? All right. Who will read the story for us? (*A number of pupils volunteer. The teacher chooses a very intelligent-looking girl who probably is a superior student.*)

VOLUNTEER (*reading rapidly and inserting punctuation*). A laboring man (comma) returning home one very cold day (comma) ran on a snake in the road (period). It was half dead with freezing (period). Taking pity on it (comma) he picked it up (comma) put it in his bosom to warm it (comma) and brought it home (comma) where he placed it close to the fire (period). When the heat had thawed out and brought the snake back to life (comma) it began to attack his little ones (period). Seeing this (comma) the man whose pity had saved its life took up a spade and beat the snake to death (period). (Quotes) If you return evil for good (comma) you may expect pity to come to an end (comma, unquote) he said (period).

MISS RATCLIFFE. That was very good, Henrietta, but let me ask you one question: Would you write this entirely in one paragraph as you read it?

HENRIETTA. I think I'd put a paragraph mark after the word "fire" in the third sentence.

MISS RATCLIFFE. Yes, there is a break there in thought and in time. Any other paragraphs?

HENRIETTA. Yes, I'd put the quotation at the end in a separate paragraph.

MISS RATCLIFFE. That's right. Does any-

one have a question about any of the words or about the punctuation? Then I shall reread the exercise to you, and as I read, you insert the punctuation marks lightly in pencil in the notes. As these are old copies of *The Gregg Writer*, we can take the liberty of marking them. (*The teacher reads from the shorthand slowly and distinctly, indicating with special emphasis the punctuation. The pupils insert commas and paragraph marks.*)

MISS RATCLIFFE. Yes, Matilda?

MATILDA. Is it proper to say that the snake was "half dead with freezing"?

MISS RATCLIFFE. How would you change it?

MATILDA. I think it would be better to say that the snake was "half dead from freezing."

MISS RATCLIFFE. I agree with you, and I'm glad that you are sensitive to distinctions in words, Matilda, for one of the important duties of a good stenographer or secretary is to correct errors in language. However, this phrase isn't actually wrong, and I'm going to ask you to follow the notes exactly this time. Any other comments or questions? Then let's consider the spelling. How about the spelling of that good old Biblical word, "bosom," Mary Ann?

MARY ANN. B-o-s-o-m.

MISS RATCLIFFE. That's right. How do you spell the word "thawed," Dorothy?

DOROTHY. T-h-a-w-e-d.

MISS RATCLIFFE. And "brought"?

DOROTHY. B-r-o-u-g-h-t.

MISS RATCLIFFE. (*Writes on the blackboard saved its life.*). Is there an apostrophe in the word "its"? Who knows? All right, Henry, give the rule.

HENRY. There is no apostrophe in the word "its" in this sentence. *I-t-'s* means "It is."

MISS RATCLIFFE. That's right. Are there questions about the spelling of any of the other words in our story? Well, then, let's consider some of the typing rules.

In the last sentence we have a quotation. Will the comma at the end of the quotation precede or follow the quotation marks? Mary Ann?

MARY ANN. The comma should precede the quotation marks.

MISS RATCLIFFE. Yes. We know that when the comma and quotation marks follow the same word, the comma always comes before the quotes. A question, Paul?

PAUL. How many spaces after the quotation marks and before "he said"?

MISS RATCLIFFE. One space. Any other questions? What setup should we use, Betty?

BETTY. I would use a forty or forty-five space line and double spacing because the story is short.

MISS RATCLIFFE. I agree with you. Write these instructions in your notebooks, class. Set your marginal stops for a forty-five space line; your tab stop for a five-space indentation; double space the exercise; start nine doubles from the top; type your name in the usual place—in the lower left-hand corner. All right, read back the instructions, Vivian. (*Vivian reads back the directions clearly and correctly.*)

Before we start transcribing, let's review our rule for the division of words. Annette, will you give the rule?

ANNETTE. Avoid dividing words whenever you can, but if you have to divide a word, be sure that you divide it between syllables.

MISS RATCLIFFE. That's right—and you all know how to use the dictionary! Now, if there are no more questions, I shall transcribe this exercise for you on the demonstration machine so that you can get a picture of the transcription technique.

(*Miss Ratcliffe goes to her demonstration typewriter and proceeds to set up the exercise, calling instructions as she progresses from one part of the setup to the next.*)

MISS RATCLIFFE. Set marginal stops for a 45-space line; set tabular stop for a five-space indentation; twirl in paper; set line-spacer for double spacing; start nine doubles from the top; indent five spaces.

(*She then types from the shorthand copy at a moderate rate of speed, reading the words aloud as she types. Finally the story is completed and the name of the typist added according to directions.*)

MISS RATCLIFFE. I have one more step to take in the transcription process before I

remove my transcript from the machine. What is it?

CLASS. Check for errors.

MISS RATCLIFFE. Exactly. We always check our transcripts before we take them from the typewriter. Usually I would erase and correct an error, but on this first day I shall just circle in pencil any errors I have made. *(Reads her transcript and circles one error, after which she removes the paper from the machine.)*

MISS RATCLIFFE. From your observation of that transcription, what would you say is a fundamental rule to be followed in transcribing your notes? Katherine?

KATHERINE. Keep your eyes on the book.

MISS RATCLIFFE. That's right. Keep your eyes on your notes, even when you shift your carriage. Yes, Henry?

HENRY. If you made a mistake and knew you made a mistake, wouldn't you stop then and there to correct it?

MISS RATCLIFFE. Certainly. You would correct your mistake and then proceed with your letter or article. The check you make after you have finished typing the page is a final check, made to catch errors you may have overlooked.

All right, class, if there are no further questions, you are ready to begin your transcription. As soon as you finish your transcript, raise your hand so that I may check your copy.

(The class begins the transcription. One girl, failing to meet the requirements of this new situation, becomes very much upset. Miss Ratcliffe, in a very matter-of-fact manner, hands the girl the transcript typed on the demonstration machine, directing her to copy it twice before she attempts transcription again.)

MISS RATCLIFFE *(coming over to us, as the pupils transcribe their notes)*. As you've probably guessed, I'm not so much concerned about the transcripts today as I am about having the students go through the transcribing process with a reasonable amount of success.

VISITOR. When will you start transcription of letters?

MISS RATCLIFFE. Tomorrow, if today's transcripts are at all good. The letters in

the first assignment of our transcription book are very easy and the students will have practiced them for home work. Many teachers prefer to start with these letters the first day, but I like material that is familiar and extremely easy to set up. That's why I used Gregg Writer material today.

VISITOR. Isn't it a pretty good plan to explain standards the first day?

MISS RATCLIFFE. Possibly. Personally, I prefer to spend the first few class periods just on the actual transcription process. Time enough to talk about standards when the students know what they're expected to do and know how to go about doing it.

VISITOR. How are you going to provide for the range of ability within this class?

MISS RATCLIFFE. This first week the procedures will be paced for the slow pupils, but every day I will have supplementary material for the quick students who finish their work before the others. Today I shall give the October, 1940, Junior O. G. A. Test to those who finish two transcripts of the December test—two acceptable transcripts, that is.

(We look at the October test, which seems to be quite simple.)

VISITOR. Will you have these good students transcribe the October test without any help in punctuation or setup?

MISS RATCLIFFE. Yes. The good pupils in the class could have skipped this preliminary work in class today. They are capable of independent work, but they can profit from additional practice. Therefore, I'll bring some supplementary work to class each day to provide independent practice for the above-average students.

But I must ask you to excuse me now so that I can check with some of these students on the work they are doing.

(The teacher goes about, checking the transcripts of students who have raised hands and, in some cases, correcting individuals who are not transcribing in good form. This continues for the balance of the period. Eleven of the members of the class have completed two satisfactory transcripts of the December test and progressed to the supplementary copy when Miss Ratcliffe calls "Time" and the typewriting stops—

three minutes before the class bell rings.)

MISS RATCLIFFE. It is almost time for the bell. Even though the transcript in your machine may be almost finished, check it for errors and remove it from the typewriter. Then spend the last couple of minutes making a final check of all errors in your transcripts. The worst mistake you can make in this class is to overlook your own errors! *(After a few moments, the bell rings.)* And make sure, class, that you have correctly copied your assignment for homework from the front board.

(The assignment, written in shorthand, directs the pupils to cover the first lesson in their transcription books. As the pupils leave the room, they place their papers on the desk.)

Analysis of the Lesson

What did you think of this as a first transcription lesson? Miss Ratcliffe really did try to make this complex process of co-ordinating separate skills as easy as possible for the students, didn't she? And of course that is the first rule to be followed in teaching beginning transcription.

Furthermore, every student had maximum opportunity to experience success at his own level. Even the girl who went to pieces was reassured by the sensible attitude of the teacher and some simple copy work.

From the standpoint of specific teaching techniques, what were the virtues of this lesson as it was presented?

First, the teacher chose material that was familiar, simple in content, simple in form, and fairly short. Evidently the students had read the Junior O. G. A. Tests in *The Gregg Writer*; perhaps they had even copied the exercises. The words were not hard, although few of them represented words used frequently in business. The setup called for no elaborate, confusing instructions. The exercise was less than one hundred words in length, demanding only moderate concentration for a reasonable length of time.

Second, the teacher followed a definite, planned procedure, which was obviously based upon the fundamental concept that each of the four skills involved in transcrip-

tion—shorthand, English, spelling, and typewriting—must be considered separately in beginning transcription and co-ordinated by students as effortlessly as possible under the guidance of a skillful teacher.

Third, the actual demonstration of the transcription technique no doubt helped those students who were not word-minded and who were having difficulty in following the many directions and suggestions which had been given. The demonstration gave proper emphasis to the importance of correct technique and proofreading for errors.

Fourth, the slow pupils in the class were not pushed for results, yet at the same time provision had been made for the brighter students, who always need a challenge to keep their interest at high level. These pupils had adequate opportunity to practice in the second exercise what they had learned in group discussion and practice of the first story.

Fifth, and very important, the attitude of the teacher was one which inspired self-confidence. Miss Ratcliffe's tone of voice was at all times cheerful, her manner poised and natural. She was very matter-of-fact and casual about errors. She made no reference to the fact that transcription is a complex skill—at no time did she try to "frighten" the students into doing good work, a procedure that is not very successful in skill development.

Questions for Discussion

Louis Leslie, who is, as you no doubt know, especially interested and expert in the teaching of transcription, has raised some questions in connection with the lesson presented this month.

1. What type of shorthand material should be used in a beginning transcription class?

Mr. Leslie: "It has always seemed to me that we should do everything possible to smooth the pupil's path during the first days of transcription. Among the other devices that I feel should be employed in order to make the early transcription seem easy is the use of very simple material for transcription—material that is simple when considered under the heading of any of the component

skills. It should be simple shorthand material, simple typing material, and simple English material."

2. How much shorthand material should be transcribed during the first transcription period?

Mr. Leslie: "I have found that we can profitably spend all the time we can get even in a double period on one short letter, re-reading it many times to be sure that every problem of English and shorthand is resolved before the pupil gets to the typewriter, then typing and retyping the transcript under stop-watch timing over and over again in order to get higher and higher transcribing speeds."

3. Should the first day's transcription be taken from plate material or from the student's own notes?

Mr. Leslie: "Again with a view to making the first day's experience easy and pleasant, I let the pupils make their typewritten transcripts from the shorthand textbook—any textbook—rather than asking them to take the material from dictation."

4. Do you believe in permitting pupils to ask questions about punctuation?

Mr. Leslie: "One of my major points of teaching technique for the early transcription lessons is to bring the class to a realization that we don't want to waste time discussing differences of opinion on punctuation. I explain to my classroom pupils that, in the office, the stenographer must use the style the boss likes and that, for the moment, I'm the boss; and that, therefore, we won't argue about it. Of course, I don't put it as bluntly as that, but that's the general idea."

5. Are the preliminary discussion and demonstration in this lesson effective procedures in teaching first-day transcription?

Mr. Leslie: "After trying both plans, I have found much better success with the plan of having the class read through the letter in question from the good shorthand notes in a shorthand textbook, reading the letter over and over in class, complete with punctuation and spelling, until every youngster is sure exactly where every comma and apostrophe goes. This unquestionably gets better *initial* results than all the discussion

and demonstration that Miss Ratcliffe has gone through; and for the first day's work, we are concerned more with initial results than anything else, aren't we?"

* * *

AUTHOR'S NOTE: The woman must have the last word, even in a controversy with Mr. Leslie.

Three questions:

1. If students read and reread one short letter many times before transcribing it, will they not type the letter from memory rather than from their shorthand notes?

2. Is the correct punctuation of a letter the responsibility of the dictator or of the stenographer?

3. Why not have students write their punctuation into their notes rather than have them attempt to remember where it should be placed?

I have no doubt that Mr. Leslie's replies will be conclusive.

* * *

EDITORIAL NOTE: Yes, the woman should have the last word. To make sure that Miss Lamb gets it, we simply won't ask Mr. Leslie to reply! If this be collusion. . . D.M.J.

—BUY DEFENSE BONDS AND STAMPS—

Results of Student-Teacher Contest

IN THE STUDENT TEACHERS DEPARTMENT for October, 1941, Miss Marion Lamb propounded seventeen questions relating to the shorthand lesson she presented in that issue of the *BUSINESS EDUCATION WORLD*. (See pages 151-154, B.E.W., October, 1941.) The B.E.W. offered prizes for the best sets of answers submitted by student teachers. The winners are listed on the next page.

These students were in agreement about the following principles:

1. A brief, daily review is a good device to get a class "down to business," but the review should be varied from day to day; a word list may be given one day, sentences the next, and an oral review the third day in order to prevent monotony.

2. All students should use pens rather than pencils.

Student-Teacher Winners

First prize, \$5: Ruth Hathaway, Eastern Illinois State Teachers College, Charleston.

\$1 prizes: Charles J. Luddy, Rutgers University, New Brunswick, New Jersey; Frances L. Bulla, University of Oklahoma, Norman; Lloyd Elam, Daniel J. James, and Lillian Michael, Eastern Illinois State Teachers College.

3. Class recitation in unison is an effective teaching device if wisely used.

Ruth Hathaway, first-prize winner, states:

I think that the procedure of having the class recite in unison is a good one because it increases the class participation of some students and gives all the students practice instead of just a few. This may act as a time-saver in some ways, as the words may be covered more quickly when everyone has a chance to speak. This method may also stimulate interest and keep the pupils "on their toes," as each one will try to say the word first. It will also give them practice in working together.

4. Too much talking by the teacher in a shorthand class is bad. Lloyd Elam says:

A lecture approach is the least economical way to present a skill subject. The teacher's talking about rules when she should have been teaching the students to write shorthand was a waste of time.

5. Teachers should not write incorrect outlines on the blackboard.

6. A teacher should give as much individual attention to students as possible when they are writing so that he can diagnose learning difficulties.

7. Reprimands, when necessary, should be made as casually and unobtrusively as possible.

8. Having students read from each other's notes is a questionable procedure.

9. Having students read sentences in reverse order is a questionable procedure.

10. The teacher should be sure that pupils thoroughly understand the material assigned for homework.

Charles J. Luddy, of Rutgers, summarizes this principle: "The assignment was incom-

plete . . . I would never allow pupils to copy anything in shorthand unless I was positive they knew all the words."

—BUY DEFENSE BONDS AND STAMPS—

THE WALTERMIRE BUSINESS SCHOOL, of Hudson, New York, announces its removal to 711 Warren Street, where it will occupy an entire floor. Clayton J. Waltermire is principal of the school.

ERLING N. ROLFSRUD, formerly a commercial instructor in the State Department of Correspondence Study, North Dakota Agricultural College, Fargo, has joined the faculty of Concordia College, Moorhead, Minnesota, in which commercial teacher-training courses will be offered.

Mr. Rolfsrud's interests include music and creative writing. For the past five years he has contributed a regular column to the *North Dakota Teacher*. He has also published juvenile fiction, poetry, and articles.

Boston University News

MISS AMY LOUISE SHAW is teaching shorthand and typewriting in the College of Business Administration of Boston University, where she has a fellowship and is studying toward a master's degree in commercial science.

Miss Shaw, an honor student, received her bachelor's degree in commercial education from the University of Akron in 1941. She holds the Gregg Expert Medal for taking shorthand dictation at 160 words a minute. She is a member of Pi Omega Pi and Kappa Delta Pi.—Constance Wright, *B.E.W. News Correspondent*.



ERLING ROLFSRUD



AMY LOUISE SHAW

Southern Business Education Association Holds Annual Meeting

NOVEMBER 20-22, 1941

Greensboro, North Carolina

UNDER the able leadership of R. R. Richards, of the Eastern State Teachers College, Richmond, Kentucky, the Southern Business Education Association held one of its finest conventions in Greensboro, North Carolina, on November 20, 21, and 22. The theme was "Business Education in a Democracy," and the resulting yearbook will be eagerly awaited by those members who were not fortunate enough to be able to attend. Seldom have we attended a convention so well organized and so efficiently conducted.

Speakers at the first general session were O. Arthur Kirkman, of the National Association of Manufacturers; Harvey A. Andruss, president of State Teachers College, Bloomsburg, Pennsylvania; and Miss Eleanor Skimin, Northern High School, Detroit.

The Grand Ballroom was filled when Dr. John Robert Gregg gave his "Chalk Talk about Shorthand," in which he told something of his boyhood experiences, traced his studies of the early shorthand systems, and expounded the guiding principles in the formulation of his own system.

George Joyce and Dr. McKee Fisk, both

of the Woman's College, University of North Carolina, and their associates who assisted with program arrangements are to be congratulated for the fine work they carried through.

Next year's meeting will be held at Thanksgiving at the Edgewater Gulf Hotel, Edgewater Park, halfway between Biloxi and Gulfport, Mississippi.

The officers elected for the ensuing year (to take office July 1) are as follows:

President: M. O. Kirkpatrick, Cecil's Business College, Asheville, North Carolina.

First Vice-President: George Joyce, Woman's College, University of North Carolina, Greensboro.

Second Vice-President: Miss Lucille Taylor, State Teachers College, Arkadelphia, Arkansas.

Treasurer: Dr. H. M. Norton, Louisiana State University, Baton Rouge.

Secretary: Max Houtchens, Eastern State Teachers College, Richmond, Kentucky. (Elected by Executive Committee.)

Editor of "Modern Business Education:" Professor A. J. Lawrence, University of Kentucky, Lexington.



R. R. RICHARDS



M. O. KIRKPATRICK



GEORGE JOYCE



LUCILLE TAYLOR



H. M. NORTON



MAX H. HOUTCHENS



A. J. LAWRENCE



LELAH BROWNFIELD



PEARL GREEN



LUELLA RICHEY



GEORGE KNOTT



BENJAMIN R. HAYNES

State Representatives—New Term

Alabama: Miss Lelah Brownfield, Alabama College, Montevallo.

Arkansas: Mrs. Pearl Green, University of Arkansas, Fayetteville.

Florida: Miss Luella Richey, State College for Women, Tallahassee.

Georgia: George Knott, Georgia-Alabama Business School of Commerce, Macon.

Tennessee: Dr. Benjamin R. Haynes, University of Tennessee, Knoxville. (To fill the unexpired term of Miss Mary B. Hill, Nashville.)

State Representatives—Unexpired Terms

Kentucky: C. C. Dawson, Berea College.

Louisiana: Dr. H. M. Norton, Louisiana State University, Baton Rouge.

Mississippi: Miss Odessa Rushing, Mississippi State College, State College.

North Carolina: B. R. Hough, Oak Ridge Military Institute.

South Carolina: Elizabeth O'Dell, High School, Summerville.

Virginia: Charles L. Saeger, George Washington High School, Danville

West Virginia: George Gleason, High School, St. Albans.

*Division Officers
College*

Chairman: Mrs. Pearl Green, University of Arkansas, Fayetteville.

Vice-Chairman: Solon Gentry, Winthrop College, Rock Hill, South Carolina.

Secretary: Miss Elsie Davis, Mississippi State College for Women, Columbus.

Private Schools

Chairman: F. D. Tillotson, Carolina Business College, Charlotte, North Carolina.

Vice Chairman: Herbert Squires, Greenleaf School of Business, Atlanta, Georgia.

Secretary: Miss Mary Butler, Butler Commercial College, Bristol, Tennessee.

Public Schools

Chairman: Marco Handley, High School, Huntington, West Virginia.

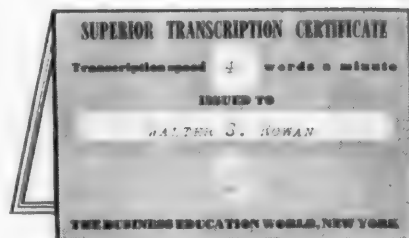
Vice Chairman: W. P. Dillingham, High School, Durham, North Carolina.

Secretary: Josephine Pitcock, Isaac Litton High School, Nashville, Tennessee.

January Transcription Projects

Prepared by RHODA TRACY
Metropolitan School of Business, Los Angeles

A third certificate has been added to the series of B.E.W. Transcription Certificates! The Superior Certificate will be awarded to students who turn in mailable transcripts of the designated letters dictated at 120 words a minute. The series now includes Junior (80 w.p.m.), Senior (100 w.p.m.), and Superior Certificates. The first series of letters for the Superior Certificate appears on page 432. No further letters in this series will be published until May and June. Transcripts for any or all the certificates are to be submitted by the teacher with a 10-cent fee for each certificate.



The new Superior Certificate—
Junior and Senior Certificates
Are Similar.

DICTATION FOR THE JUNIOR CERTIFICATE

Instructions. These letters are to be dictated at 80 words a minute and transcribed for the Junior Certificate.

The letters are counted in 15-second units. Dictate the following inside addresses *before* starting to time the take. Spell out difficult names in the address.

Letter No. 1. White Publishing Company, 10 Broadway, New York, New York.

Letter No. 2. Miss Mary Spencer, Wonder Products, Richmond, Virginia.

Letter No. 1. Gentlemen: We put into the hands of each stenographer in our company your latest book on correct / secretarial practice. The stenographers find such a handbook valuable when in doubt about punctuation / rules, mail regulations, or correspondence procedures.

We are considering a change in our instructions / to stenographers regarding the use of their initials on the work that they do. Will you please tell us what the (1) best practice is in large organizations that employ many stenographers. Perhaps you can refer us to / an authority in such matters. Yours very truly,

Letter No. 2. Dear Miss Spencer: We have asked an authority on / correspondence problems to write to you fully regarding the clear and proper marking of typewritten / materials. You will hear from him immediately.

You know that the initials serve as a quick means of (2) identifying both the dictator and the stenographer. They also help the mail clerk in distributing the mail / and the file clerk in putting correspondence in the proper folders. Some firms put the initials on the carbon / copies only.

Please let us know what you decide to make the standard form for your company. Yours very truly, / (240 standard words, including addresses)

DICTATION FOR SENIOR CERTIFICATE

Instructions. These letters are to be dictated at 100 words a minute and transcribed for the Senior Certificate.

The letters are counted in 15-second dictation units. Dictate the following inside addresses *before* starting to time the take. Difficult words and proper names in the addresses may be spelled out. In Letter No. 1, an enclosure is mentioned. Teachers may call this to their students' attention. According to the newest edition of Webster's Unabridged Dictionary, the word "co-operation" should be hyphenated. The B.E.W. examiners will not disqualify papers if this hyphen is omitted.

Letter No. 1. Personnel Manager, Flint Corporation, Flint, Michigan.

Letter No. 2. Mr. Arthur Jackson, Flint Corporation, Flint, Michigan.

Letter No. 3. Mr. Paul Dodd, Flint University, Flint, Michigan.

Letter No. 1. Dear Sir: This letter is being addressed to the personnel managers of all the large corporations of this city. The University / is offering an evening-school course that will include topics of vital interest to secretaries and clerks.

Will you please post the / enclosed notice on a bulletin board where your employees will see it. Perhaps you would be willing to send a notice around to the / different departments in your company.

The course will begin the first week in February. Visitors are welcome to attend the first (1) meeting without charge.

Your co-operation will be appreciated. Yours truly,

Letter No. 2. Dear Mr. Jackson: We are following the custom established / by this University when we send you a list of your employees who are enrolled in our evening classes.

Many of your / employees are taking the course intended for secretaries and clerks. This has become one of our most popular courses, because it deals with / the immediate problems of the office worker.

These students in evening classes are to be especially commended for their (2) interest in improving themselves in order to be of more value to their employers. Cordially yours,

Letter No. 3. Dear Mr. Dodd: I was one of the / students in your evening-school class for secretaries. You suggested that the students let you know how they applied what they learned in the class / on their own jobs.

You impressed upon us the importance of efficient organization of our desks, our equipment, and our work. My desk / is arranged so that all the materials I use in my work are easily reached. I have changed the position of some of the machines that (3) I use occasionally so that no time is lost in operating them.

I have put in writing all the various steps in my / routine. Now a new person coming to my desk during my absence could follow the routine without trouble. My employer has told me that he / is pleased with the improvements I have made.

Thank you for your many helpful suggestions. Very cordially yours, (400 standard words, including addresses)

Dictation for Superior Certificate

Instructions. These letters are to be dictated at 120 words a minute and transcribed for the Superior Certificate.

The letters are counted in 15-second units. Dictate the following addresses *before* starting to time the take. Difficult words and proper names in the addresses may be spelled out.

Letter No. 1. Mr. Ted Porter, National City, Arizona.

Letter No. 2. The Travel Club, 110 Main Street, Phoenix, Arizona.

Letter No. 3. Mr. Ted Porter, National City, Arizona.

Letter No. 1. Dear Mr. Porter: Have you ever had occasion to learn about the activities of the Travel Club? It is an organization with regularly planned / programs by which you may make tours to the parts of the world that you hope to visit some day.

The organization brings to its members an opportunity to become / familiar with the lives and problems of the peoples of all countries of the world.

If you would like to consider joining the Travel Club so that you may share in these tours, / write or telephone us, and we will send you complete information. Cordially yours,

Letter No. 2. Gentlemen: I am very much interested in your Travel Club. What should I do (1) to enjoy the benefits of the organization?

I did a great deal of traveling in foreign countries before the present war. Now that extensive foreign / travel is out of the question, I want to continue my study of foreign countries by some other means.

Please send me details about the meetings of your club. Yours truly, /

Letter No. 3. Dear Mr. Porter: We are glad that you are interested in the Travel Club and know that you would benefit from its activities because of your extensive / foreign travel.

The club meetings are held once each month. Prominent speakers are invited to present outstanding facts regarding some other part of the world with which we should (2) all become familiar. The customs of these foreign peoples are often demonstrated by music and drama.

Some members have conducted radio programs that / have proved of general interest. Many members have taken motion pictures of their travels and have exhibited these pictures before the group.

Social affairs are / held occasionally. These affairs are designed to correspond with the program of the month. They include dinners featuring foreign foods, excursions to unusual / places, and evenings of good fellowship.

Our next meeting will be held Monday, February 9. Make your reservation by telephoning the club office. We are (3) always glad to welcome new members. Cordially yours, (400 standard words, including addresses)

Troubles Didn't Stop Tri-State

BEHIND EVERY CONVENTION there is a group of leaders who plan the details, conduct the publicity, make the arrangements. Perhaps you have yourself served on such an executive committee. Have you ever thought of what you would do if something occurred at the last minute to upset every plan?

That is exactly what happened at the recent fall convention of the Tri-State Commercial Education Association.

The executive committee had done a complete job of preparation for the fall convention. Sectional chairmen had reported their assignments completed. Speakers were engaged. Hotel facilities were chartered.

Publicity began to flow. A special newspaper, the *Convention Caller*, was mailed. Details of meetings and lists of exhibitors were announced.

Copies of the *Tri-State Business Educator* hurried to new members, following the flood of memberships which spilled from envelopes. Reservations poured into the hotel. A gala convention, worthy of the careful planning of the executive committee and the timing of the publicity, was ready for the opening gavel when . . .

Workers at the hotel where the convention would meet joined those in Pittsburgh's other hotels in a strike. They walked out just as the last piece of convention publicity was mailed, about three weeks before the convention would meet.

The executive committee met to face the possibility of the strike's continuing over the dates for the convention. The manager of the hotel could give no assurances, nor could labor leaders.

Even postponement was hazardous. The executive committee voted to wait until the last possible minute, and then to postpone if necessary. It was necessary.

Students at one of the vocational high schools in Pittsburgh addressed 4,000 cards while the printer struck off proofs. The addressed cards were given to him Monday afternoon. Tuesday morning the cards went

into the mail. November 21 was the new date set.

During the five-week recess, the executive committee had to reconstruct the convention. Many of the speakers were unable to change their engagements, and others had to be contacted. Miss Margaret Hamma's demonstration of speed typing—one of the drawing cards of the convention—was definitely off; but the committee was able to schedule the new Gregg film, "The Champions Write," to round out the program.

Another round of publicity went out as a reminder to members that the convention was coming off on schedule.

When, on November 21, the convention opened at the William Penn Hotel in Pittsburgh with the traditional ball, entertainment, exhibitors' displays, no one knew whether the membership would respond to the tardy meeting.

It did respond. As a matter of fact, it turned out in greater numbers than ever before, and a new high in membership was reached. When a record crowd attended the Saturday morning sessions and the luncheon, President D. D. Lessenberry and his executive committee uncrossed their fingers at last.

Perhaps it was the amount of publicity that brought so many persons to the convention; perhaps it was the reputation of the fine speakers—Dr. Harold Benjamin, Dr. Pearl O. Weston, Dr. C. G. Reigner, Mrs. Doris M. Stewart, Bishop Brown, and others; perhaps it was because two of the three states concerned (Ohio and West Virginia) were celebrating an early Thanksgiving; perhaps the helpful nature of the convention theme—practical aids in the classroom—attracted many; but whatever the attraction was, the executive committee was intensely grateful to it!

Special mention should be made of the service rendered by Dr. Elmer G. Miller, convention floor manager, and by Harry Freedlander, who was responsible for getting 4,000 cards addressed in four hours.—*Alan C. Lloyd.*

O. B. E. Chapters Are Busy

LOCAL CHAPTERS of the Order of Business Efficiency, the student honor society sponsored by the BUSINESS EDUCATION WORLD, are busy carrying out service programs in their schools and communities. (See December B.E.W., pages 330-333.)



The chapter at Saint Peter's High School, Reading, Pennsylvania, of which Sister M. Natalis is teacher-sponsor, was chartered in June, 1941. A portion of an article appearing in the school paper, *The Rock*, describes the chapter's activities:

The members of this club are busily engaged in their first O.B.E. project. This consists of cutting stencils for the English Department. When the project is completed, each O.B.E. member will have acquired a better knowledge of the typewriter and the Mimeograph. Bookkeeping is also one of the O.B.E.'s vital interests. It is hoped that each member will be displaying a gold emblem as an award from the BUSINESS EDUCATION WORLD.

A report received from Tom Darland, president of the Froid (Montana) High School chapter (Morris T. Wold, teacher-sponsor), reflects the enthusiasm of that group:

The club now has twenty-seven charter members, but this number will be increased this spring when the initiation of the new members is held.

This year's activities will include doing the school's Mimeograph work and outside work that is solicited from the community; demonstrations of proper business practices; talks by prominent Froid businessmen; and a public assembly program illustrating the different phases of our commercial department training.

This type of organization has never been tried before in Froid High, and much is anticipated for this chapter. The members seem to take to the idea of putting their regular work on actual business standards. The enthusiasm of the group is very evident.

New O. B. E. Chapters

Detroit High School, Detroit, Michigan. E. W. Marquart, Teacher Sponsor. Chartered October 14, 1941.

Mercy High School, Milwaukee, Wisconsin. Sister Mary Winifred, Teacher Sponsor. Chartered November 28, 1941.

Loraine High School, Loraine, Illinois. Merle S. Medhurst, Teacher Sponsor. Chartered December 3, 1941.

If you wish to know more about the Order of Business Efficiency and how to organize a local chapter, consult the BUSINESS EDUCATION WORLD for December, or write to the B.E.W. Awards Department, 270 Madison Avenue, New York, asking for descriptive materials.—Rhoda Tracy, National Director of O.B.E.

THE BETA CHAPTER of Delta Pi Epsilon, at Oklahoma A. and M. College, has prepared Monograph No. 2, *Research Studies in Business Education*. The following studies are covered in the publication:

"A Cumulative Record Card Adapted to Visible Filing for Use in the School of Vocational Business Training of Oklahoma A. and M. College," by C. L. Littlefield.

"The Vocabulary Burden of Lloyd Jones's *Our Business Life*," by T. Anne Cochrane.

"Status of Business Education in Institutions with Chapters of Pi Omega Pi," by Margaret O'Briant.

"Growth of Consumer Education in the United States," by Rosalind Jones.

"A Study of the Post-High School Activities of the Graduates of Ponca City High School for the Years 1934, 1935, 1936, 1937, and 1938," by C. C. Callarman.

"Sources of Training of Office and Clerical Workers," by Carol Marie Steward.

"A Study of the Curricula of the Private Business School," by Beverly H. Bowman.

"A History of the Department of Business Education of the N. E. A.," by Mrs. Ardath Stedman.

"A Study of the Business Law Difficulties Experienced by the Average Individual," by Harold Neece.

"Relationships between School and Public Employment Services in the Placement of Youth," by Carmoleta Gregory.

"A Business Occupational Survey of Stillwater, Oklahoma," by Esby C. McGill.

"The Status and Development of Distributive Education in Oklahoma," by John W. Rodgers.

The monograph is priced at \$1. Orders may be sent to Ada Eden, Department of Agricultural Economics, Oklahoma A. and M. College, Stillwater, Oklahoma.—Mary Bell, B.E.W. News Correspondent.

**Buy Defense Bonds
and Stamps
Remember Pearl Harbor**

THE B. E. W. DIRECTORY OF Business Education Fraternities

Compiled by MARIAN W. SPEELMAN

Hammond (Indiana) High School

PI OMEGA PI. A national fraternity in collegiate business education. Founded June 13, 1923, at Northeast Missouri State Teachers College, Kirksville, by Dr. P. O. Selby, head of the Department of Business Education. Incorporated as a national fraternity, December, 1927.

The fraternity has fifty chapters in teachers' colleges and universities, with approximately 10,000 members. Chapters have been established within the past several months at University of Tennessee, Nashville; the University of Akron; and New York University.

Officers: *President*, J. Frances Henderson, 2272 West 25th Street, Los Angeles, California (on leave from Oklahoma A. and M. College); *Vice-President*, Margaret O'Briant, Oklahoma A. and M. College, Stillwater, Oklahoma; *Secretary*, John Crouse, Head of the Department of Business Education, University of Kansas, Lawrence; *Treasurer*, A. E. Drumheller, Professor, State Teachers College, Indiana, Pennsylvania; *Organizer*, Arnold Schneider, Head of the Department of Business Education, State Teachers College, St. Cloud, Minnesota; *Historian*, Irma Ehrenhardt, Assistant Professor, Indiana State Teachers College, Terre Haute, Indiana; *Editor*, Marian W. Speelman, Hammond High School, Hammond, Indiana.

Publication: *The Lamp*, edited by Marian W. Speelman.

Purpose: To encourage, promote, extend, and create interest in scholarship in commercial education; to aid in civic betterment in colleges; to encourage and foster high ethical standards in business and professional life.

Members must have ten or more semester hours of college credit in commerce with superior standing; five semester hours in education; and at least average standing in all college studies.

The fraternity maintains an annual scholarship given to a member who has given up a full-time teaching position in order to undertake graduate study beyond a master's degree.

DELTA PI EPSILON. An honorary business-education fraternity for graduate students. Founded in 1936, at New York University, by Dr. Paul S. Lomax, Professor of Education, New York University, and incorporated in the State of New York, 1937. There are three active chapters: New York University, Oklahoma A. & M. College, and the University of Pittsburgh, with a total membership of 689 members. A new chapter, at the University of Cincinnati, will be installed soon.

Officers: *President*, Dr. McKee Fisk, Woman's College of the University of North Carolina, Greensboro; *Vice-President*, Herbert Freeman, West Side High School, Newark, New Jersey; *Secretary*, Ruby Hemphill, Oklahoma A. & M. College, Stillwater, Oklahoma; *Treasurer*, Francis V. Unzicker, Publisher's Representative, 16 Broadway Place, Normal, Illinois; *Historian*, Dr. Eugene H. Hughes, Ball State Teachers College, Muncie, Indiana.

Official Publication: Semi-annual *Delta Pi Epsilonian*, edited by Miss Marion M. Lamb, West Liberty State Teachers College, West Liberty, West Virginia.

Purpose: To improve the standards of teaching in business education; to bring about a closer relationship between schools and members of the organization; to create a fellowship among members of the organization; to develop leadership in the field.

Qualifications for membership: Graduate grade average of B in institution on approved list of Association of American Universities

Significant accomplishments and contributions: Publication of research monographs and of *Business Education Index*; giving research award in business education.

PHI DELTA KAPPA. A men's professional education fraternity, founded at Indiana University on January 24, 1906, in a local chapter called Phi Kappa Mu. In March, 1910, three groups merged under the name of Phi Delta Kappa.

There are fifty-two campus and forty-one field chapters, with a membership of 30,000.

Phi Delta Kappa is recognized as a member of the American Council on Education, the National Advisory Council on Educational Freedom, the American Association for the Advancement of Science, the Educational Press Association, and the Professional Interfraternity Conference.

Purpose: To promote free public education as an essential to the development and maintenance of a democracy, through continuing interpretation of the ideals of research, service, and leadership. It shall be the purpose of Phi Delta Kappa to translate these ideals into a program of action appropriate to the needs of public education.

Officers: *President*, Ira M. Kline, Director, Bureau of Appointments, School of Education, New York University, New York City; *Vice-President*, Fred L. Stetson, Professor of Education, School of Education, University of Oregon, Eugene, Oregon; *Secretary*, Ullin W. Leavell, Professor of Education, George Peabody College, Nashville, Tennessee; *Treasurer*, Allan R. Congdon, Professor of Education, Teachers College, University of Nebraska, Lincoln, Nebraska; *Historian*, John H. Aydelotte, Professor of Education, State Teachers College, Huntsville, Texas; *Executive Secretary*, Paul M. Cook, National Office of Phi Delta Kappa, 2034 Ridge Road, Homewood, Illinois.

Publication: *The Phi Delta Kappan*, printed monthly (September to May), edited by Paul M. Cook.

Significant contributions: Publication of *Evaluating the Public Schools*, in 1934, for the Joint Commission on the Emergency in Education; publication of *Education Ab-*

stracts, a journal for general use of educators; preparation and publication of *Teaching, A Man's Job*, a contribution to guidance work at the high school and junior college level; publication, in 1937, of a survey of the educational activities of the Civilian Conservation Corps.

BETA GAMMA SIGMA. National scholarship fraternity in commerce, open to undergraduate and graduate men and women.

Founded in 1913, at University of Wisconsin, Madison, as a result of the merging of three local groups. In 1933, women were admitted to membership.

The fraternity has forty-seven chapters, with 11,000 members.

In 1913, the American Association of Collegiate Schools of Business designated Beta Gamma Sigma as the recognized honorary society in collegiate schools of commerce.

Its chief purposes are: To encourage and reward scholarship and accomplishment along the lines of business activity among students and graduates of colleges or courses in commerce or in business administration in American colleges and universities; to promote the advancement and spread of education in the science of business.

Membership is limited to consideration of juniors in the upper 2 per cent, and seniors in the upper tenth, of the graduating class. Graduate students may be elected.

Officers: *Grand President*, Russell A. Stevenson, Dean of the School of Business Administration, University of Minnesota, Minneapolis; *Grand Vice-President*, John T. Madden, Dean of the School of Commerce and Professor of Accounting, New York University, New York City; *Grand Secretary-Treasurer*, Elmer W. Hills, Professor of Business Law and Executive Secretary of College of Commerce, State University of Iowa, Iowa City.

The Exchange, official publication, is edited quarterly by Elmer W. Hills.

Significant contributions: The organization provides an incentive for high scholarship among commerce students and maintains a loan fund.

The next convention will be held in April.
(To be continued)

A PLACEMENT-SURVEY PROJECT

EXAMPLES of ways in which the Commercial Department can be kept in close and constant touch with business, by means of surveys and visits to offices, are to be found in recent releases by G. L. Aplin, head of the Commercial Department of Lincoln High School, Manitowoc, Wisconsin.

Under the heading "Check and Double Check," Mr. Aplin has recently issued the results of a fall and spring survey of his department graduates for 1940. This is the seventh year that detailed figures have been compiled.

Under the heading "A Peek at Big Business," Mr. Aplin has described in interesting form the visits made by the commercial students through the offices of the Aluminum Goods Manufacturing Company, of Manitowoc.

A third practical activity is described in a statistical report headed "The 'Low-Down' on Manitowoc Offices." This report includes a list of local firms where office jobs were available at the time of the survey, together with detailed information regarding office equipment, wage scales, and other information of value to the placement officer of the school as well as to the applicants for office positions.

These activities are indicative of the contacts that are being made by many of our high school commercial departments to the mutual advantage of the school and of business concerns in the community.

One of Mr. Aplin's projects, entitled "Letters from Seven Stenogs," was carried on by the second-year shorthand classes of the Lincoln High School. We shall let Mr. Aplin tell you about the project in the words (somewhat condensed here) of the mimeographed report issued on the completion of the undertaking:

We Wrote Our Graduates

We wrote our graduates—seven of them—in representative business offices in our own community.

Why? Because we believed we would benefit from their experiences; a selfish motive, we admit, but we wouldn't be at all surprised if the girls who answered also benefited!

We selected last year's graduates because we thought that they were most likely to respond and, having been so recently in school, would be in a better position to criticize our training. Also, being comparatively new on the job, they would most likely tell us the experiences that were new to them.

And why only seven? Because we felt that seven good responses would give us as much help as many more just ordinary letters.

We were not disappointed!

The following letter is one of the seven requests that we mailed; the others were similar but not identical.

DEAR RUTH: You have been working at the Manitowoc Shipbuilding Corporation long enough so that you should "know the ropes" pretty well!

We in Senior Shorthand just wondered if you would be good enough to give us, in writing, the story of a typical day's work in your office. (Of course with the permission of your boss.)

We would like to have it include just everything: what time you go to work, what you do, and samples of the work, wherever possible.

And if you have found your training at Lincoln High School weak in spots, we would like to know that, too; we will try to do something about it!

We realize that this is asking a good deal of you—but for the sake of your Alma Mater. . . . Sincerely, SENIORS IN SHORTHAND.

They Answered

They answered the letters—100 per cent! That was almost too much to expect. We were pleasantly surprised and pleased.

Not only was the number of responses gratifying, but the quality of the letters far surpassed our expectations. Perhaps our training in business English and shorthand is really bearing fruit; and without question the girls have all improved materially in the short time they have been employed. Evi-

dence of mental development must be as encouraging to their employers as it is to us in school.

To you who read the seven letters¹ that follow—aren't they really an inspiration, coming from young women less than a year out of high school?

DEAR SENIORS IN SHORTHAND:

In reply to your letter of April 23, I might first say that I feel it a great honor to be chosen to give you what help I can in preparing yourselves for a business career.

I work in an average-sized Stenographic Department, my main job being taking dictation and general office work. I come to work at 8 a.m. and work until 4:30 p.m., having an hour and a quarter for lunch, and it might be well to add that promptness in all business relations is absolutely essential.

The people in our department try to accomplish just a little more than is absolutely required of the ordinary stenographer, which goes a far way toward making your position a real success.

Of course, carbon copies are made of every letter that is written. These copies are collected each morning from the previous day's letters. They are taken to our supervisor and from there are transferred to the files. This general form is followed in all our work.

Our Stenographic Department is conducted on what is known as a "pool basis," whereby anyone in the department is subject to call from any of the dictators, who in our case number approximately 40, and who dictate at varying speeds. This necessitates having a working knowledge of technical terms applied to the various phases of work done by this company, including engineering, crane, machinery, and shipbuilding terms, insurance and legal matters, purchasing, sales, traffic, and various others pertaining to this line of business.

We are doing a great deal of Navy and Government work at the present time in connection with our U. S. Navy Submarine Contract. This also involves the learning of new terms, forms, etc.

Besides dictation, we turn out a large volume of copy work consisting of detailed legal reports, engineering copy, specifications, and every possible tabulated form of statistics of the various departments.

In all our work, strike-overs are strictly taboo, and all erasures must be made very neatly. In fact, neatness cannot be stressed too much, for while speed is a valuable asset, accuracy and neatness are the first essentials, as you have no doubt found.

Our work also includes a great deal of stencil

¹ Editorial Note: Because of space limitations, we are publishing only one of the seven letters.

writing and the operation of the Mimeograph and Mimeoscope machines. We are very fortunate in that all the equipment in our department is new.

I am enclosing a few pieces of advertising matter that might be useful to familiarize yourselves with engineering terms that come into our line of work. I am sorry that I cannot send you actual samples of our work, but you can understand that they are of a strictly confidential nature. However, I think that these bulletins may be of some help to you.

I hope that this letter has conveyed to you some idea of the nature of my work, and if I can be of any further assistance please feel free to call upon me. Sincerely, RUTH A. KORTENS.

A Thank-You Letter

It is easy to write a short letter requesting information or a favor; it isn't easy to give a worth-while response. We tried to realize the number of hours these girls had spent, outside their regular working time, in composing the fine responses they sent us. Anyone who is inexperienced in writing two-page letters similar to the ones we received can scarcely appreciate what it means.

Naturally, the least we could do was to write an individual "thank-you" letter to each one; we hope this in part repaid each one for the effort put forth for our benefit.

This is one of the finest examples of co-operation from our graduates it has been our pleasure to experience.

DEAR RUTH: Thank you so much for your excellent letter in regard to your work at the Manitowoc Shipbuilding Corporation.

For us, who are fitting ourselves for office work, it is a real inspiration to receive such a letter.

To your teachers, it affords a good deal of satisfaction to know that you can and were willing to take the time to write such a letter.

We are happy to see that you have grown since you finished high school. We do appreciate, more than we can tell you, your fine spirit of co-operation.

Thank you again, and best wishes for continued success and happiness in your work. Sincerely, SENIORS IN SHORTHAND.

The Benefits Derived

Here are some of the benefits derived from this letter-writing and reporting:

1. We gained firsthand information that will enable us to fit ourselves better for office jobs.

2. We got some idea of the adequacy of our high school commercial training.

3. We gained experience with *live* material similar to that in a business office, our aim being to transcribe and type each letter so that it was mailable, to make a satisfactory carbon copy, and to address the envelope properly.

4. We got experience in taking letters from dictation as they were composed by the dictator.

Future Use of Materials

When we started this project, we had no idea of compiling the results for future use, but the seven graduates with whom we corresponded did such an excellent job that we were left no alternative.

We expect to make use of our letter project in business English to give examples of letters of inquiry, response to an inquiry, and thanks.

We shall analyze each letter for organization and paragraphing; sentence structure; punctuation; choice of words; spelling and division of words; and general attitude of writer (cheerful, happy in work, critical, willing to co-operate).

We shall use these letters as a basis for comparison with letters written by students in classes. They will also serve to impress students with the importance of answering all letters received and with the facts that our letters are our personal representatives and that it is courteous to write and express appreciation for a favor granted.

In second-year shorthand we shall analyze the letters to see what kinds of work our graduates are doing and whether we are prepared to do similar work. We shall examine the criticisms carefully to see that future graduates will not have the same ones to offer. We shall observe letterheads, letter placement, two-page letters, wording, paragraphing, punctuation, spelling, division of words, etc.

It is doubtful that many young people, before graduating from high school, have impressed upon their minds sufficiently the importance of the ability to write a good letter. At any rate, all too few seem to be able to do so.

If this project, in a small measure, helps even a few to see the urgent need for im-

proving their ability to write letters, we who have participated in it will feel that our time and efforts have been well spent.

—BUY DEFENSE BONDS AND STAMPS—

AUGUSTIN Business College, of New Orleans, celebrated its fortieth anniversary on December 8. During the forty years in which the school has served, 11,200 students have registered. L. S. Augustin, principal, was one of the founders. The college has been especially successful in training civil service employees.

D. L. HEINEMEYER has been appointed bursar and head of the Business Department of the Junior College of Northeastern Colorado, at Sterling. For four years he was head of the Business Department at York, Nebraska. He has degrees from Nebraska State Teachers College and the Colorado State College of Education and is a member of Pi Omega Pi.

NORMAN O. MYERS has joined the faculty of State Teachers College, Farmville, Virginia, as assistant professor of business education. Mr. Myers formerly taught in the Grove City (Pennsylvania) High School and has had secretarial and selling experience. He has the B.S. degree in commercial education from Grove City (Pennsylvania) College and has completed graduate studies at the University of Pittsburgh. He is a member of Delta Pi Epsilon and Phi Delta Kappa.

M. L. Landrum is head of the Department of Business Education at Farmville.



D. L. HEINEMEYER



NORMAN O. MYERS

Southwestern Private Educators Meet



L. T. NICHOLS

AT the annual meeting of the Southwestern Private Commercial Schools Association, held in San Antonio, Texas, on November 28 and 29, New Orleans was selected as the 1942 convention city and the following officers were elected:

President: L. T. Nichols, Draughon's Business College, Oklahoma City, Oklahoma.

Vice-President: C. I. Blackwood, Blackwood-Davis Business College, Oklahoma City.

Secretary-Treasurer: G. R. Parish, Draughon's Business College, San Antonio.

Board of Directors: A. B. Chenier, Beaumont, Texas; E. O. Fenton, Des Moines, Iowa; Miss A. M. Suhr, Houston, Texas; H. E. Barnes, Denver, Colorado.

The attendance was exceptionally large at this, the fourteenth annual meeting of the Association. At the banquet there were nearly twice as many delegates as at the banquet of the 1940 convention. The president of the Association, A. B. Chenier, of Beaumont, Texas, presided and G. R. Parish was toastmaster.

Two general assemblies were held and the Teachers' Division met in two sections, the Secretarial Section and the Accounting Section, Saturday morning, November 29, under the leadership of Denice E. Pitcock, of the Southwestern Business University, Houston, and Charles L. Pair.

Officers, Teachers' Division

President: Charles L. Pair, Bish Mathis Institute, Monroe, Louisiana.

Vice-President: Earl Madison, Blackwood-Davis Business College, Oklahoma City.

Secretary-Treasurer: Mrs. L. E. Mathis, Bish Mathis Institute, Monroe, Louisiana.



C. I. BLACKWOOD



GEORGE R. PARISH



CHARLES L. PAIR



MRS. L. E. MATHIS

Colby Junior College Holds Vocational Symposium

A THREE-DAY VOCATIONAL SYMPOSIUM, entitled "Vocations by the Way," was held recently at Colby Junior College, New London, New Hampshire. The symposium featured general discussions on present-day vocational trends and special consideration of several fields that offer opportunities to the career girl. Special conference hours were devoted to a discussion of the technique of getting a job, the conduct of an

employment interview, and the appearance and poise of the business woman.

Students from secretarial-science classes prepared publicity bulletins and made stenographic reports of the general sessions.

Plans for the symposium were initiated last spring, when a student committee conducted a survey to ascertain the occupations in which there was particular interest among students.

Wondering AND Wandering



WITH

LOUIS A. LESLIE



WHEN we thought of using the Morse Code to divide these stray paragraphs, we had in mind only the significance of V for Victory.

Now, Miss Dulcie Angus of the High School in Woodland, California, who was a pupil of ours at the Gregg College Teachers' Session last summer, tells us that we were wiser than we knew. She says that radio amateurs use the Morse Code V to mean, "Wait a minute; I'm still on the air, but I am collecting my thoughts."

What could be more appropriate for this department of the **BUSINESS EDUCATION WORLD**? And what more appropriate opportunity to remind teachers that they should be learning from their pupils!

• • • —

A FINE EDITORIAL in the *Louisiana Commerce Teacher* mentions the recent survey showing that less than 10 per cent of our schools have adopted "progressive practices generally accepted by the profession as being desirable." The editorial goes on to say:

Far greater and more damaging waste occurs because many of our present fundamental concepts are wrong. Certainly there is no use doing something efficiently if what you are doing is wrong. It will only exaggerate the error.

When our teaching results are not altogether satisfactory, our first move should be to investigate the merit of our procedures, rather than to intensify the application of those procedures.

The same editorial, speaking of radio as one of the new factors in education, says, "Here, also, most knowledge and information is still in the hands of the commercial interests." The editor does not indicate that he intends the usual opprobrious connotation of the expression "commercial interests." His remark, however, indicates a state of affairs that is almost pathetic.

It is true, to a large extent, as the editor says, that in many lines of educational endeavor the "knowledge and information" is in the hands of commercial interests. The pathetic part of it, however, is that the commercial interests are always even more anxious, if possible, to get the information into the teachers' hands than the teachers are to obtain the information.

If both sides are eager to get together, why should this condition continue, and how may it be remedied? The first part of the question is easier to answer than the second.

There are many reasons why the "commercial interests" are not very successful in passing their information on to the teachers. Chief among the reasons may be the normal conservatism of the schools, indicated by the survey mentioned above.

A number of minor reasons are tied up in the one factor of cost. Usually, it will cost the commercial interests more than they can afford to pass along the information they have about teaching procedures and results. In most cases, an improved teaching procedure requires the use of a different type, and sometimes a larger quantity, of textbook material or mechanical equipment; and the schools either are unable to provide the additional textbooks and equipment or are inclined to be skeptical of the new procedure because of the possibility that the "commercial interests" may be recommending the new procedure for business, rather than for educational, reasons.

One factor that we may mention freely here, because it does not affect any reader of this magazine, is the reluctance of many teachers to purchase professional books and magazines or attend teachers' conventions.

The encouraging part of all this, though, is that while only a minority of the teachers

of business education subscribe to the professional magazine, buy the professional books, and attend the professional conventions, it is a very large minority and influential out of all proportion to its size.

• • • —

SPEAKING OF SHORTHAND penmanship practice, "It is not the number of times we write an outline, but the number of times we write it well that matters." This nugget of obvious but oft-forgotten wisdom is taken from an article by Miss Iris Vallins in the *Gregg Magazine*, London.

Miss Vallins goes on to say:

"But we must know what to aim at—I mean, it's not much good our rushing into the practice and racing away furiously if we haven't a clear picture of the ideal outline we are trying to reproduce. That's where reading good shorthand helps so much. Through reading, we store away in our subconscious mind hundreds upon hundreds of accurate outlines. As I've said before! So it follows that the more strongly those good outlines are impressed upon our mind, the fewer the imperfections that will occur in our own notes, and the more readily shall we detect any faults that do creep in."

This has all been said before, but it bears repeating!

• • • —

HAVE YOU EVER been tempted to excuse poor shorthand results on the grounds that the pupils were "so young and had so many distractions"? If you have, think again, and consider the remarkable records listed in the September issue of the *Gregg Magazine* of London. In the June examinations of the National Gregg Association, one girl won the award for 200 words a minute, two girls won awards at 180 words a minute, and five pupils (three girls, two boys) won awards at 160 words a minute.

Your pupils are too young for that kind of work? Miss Vera June Biggs, who won the 200-word-a-minute award, was then 16 years, 11 months of age! The oldest pupils, the two girls who won the 180-word-a-minute award, were each 17 years old. The other ages ran down to John Quigley, whose

age was 15 years, 6 months, and who won the 160-word-a-minute award.

"Oh, but our pupils have too many distractions!" Do they? Miss Biggs studied in Southampton, England. If you have read the newspapers, you will know that that great shipping center has been bombed again and again. Also, you will know that the three pupils from Glasgow, who won the 160-word-a-minute award, had plenty of explosive distractions during the time they have been studying shorthand. Glasgow is a great shipbuilding city, and has received plenty of attention from the aerial visitors.

In fact, a bomb landed right on the Gregg School at Ilford; but Miss Patricia Lewis, 16 years of age, apparently just picked up her notebook and went right ahead with her practice, because in June she won an award at 160 words a minute.

As I can testify from personal knowledge of the work done in the British Isles, the speed tests used there are distinctly more difficult than those used here . . . but, of course, our pupils are too young and have too many distractions!

• • • —

SCHOOL OFFICIALS in Indianapolis have conducted a 10-year follow-up study of Indianapolis high school graduates.

Ten years after graduation, 92.8 per cent of the boys and 40.7 per cent of the girls were in private employment.

The weekly average wage of the boys was \$35.34; of the girls, \$22.72.

The boys who had made A's in their high school work averaged \$38.72 a week ten years later. The boys who had made C's averaged \$30.90 a week. A little more than 70 per cent of the boys and girls had been married within the ten years.

But figure this one out—only 37.5 per cent of the boys who had made A's were married within the ten years after graduation, whereas 75.3 per cent of those who had made C's in high school were married!

Sonny: Where is Daddy?

Mother: He's gone to a committee meeting.

Sonny: What's a committee meeting?

Mother: A place where they keep minutes and waste hours.

I Didn't Know!

LEE
BENHAM
BLANCHARD



A private secretary jots down some important facts that he has learned while on the job.

RECENTLY I attended a lecture during which the speaker, who is probably one of the foremost authorities on market research, said something about a man's value in business that started me thinking. I haven't been able to forget what he said, and I thought you, too, might wish to know this man's formula for advancement. It's a formula that fits any type of work.

Here are the ten words of wisdom I learned from him:

A man's value is dependent upon the supervision he needs.

That night on the train, going home from the lecture, I began jotting down all the things on which I needed supervision. Then I thought, if the men who supervised me and my work were capable of doing so, why couldn't I learn to supervise myself?

Each day since that time, I have tried to do so. I have taken a few of my duties at a time and am still adding to the list. I can assure you that this list is a formidable one—it is one that will keep me busy the rest of my life! Each time I eliminate the necessity for the supervision of one of my duties, I get a thrill and feel that I am really taking a forward step.

Repeating those ten words each day is like taking a tonic. You realize that *you have in them all the ingredients for your success.* The only remaining task is to study the problems of your business, learn as much

as possible about each one, and then prove to your superiors that you are capable of taking over more responsibility without supervision.

We can all do it—but it will take a long time for most of us to learn how to get along without any supervision. That's where the rub comes in! We can only do our best. Fortunately, those of us who work hardest at this will be rewarded. And in the meantime there's the daily thrill that comes from trying to be your own boss!

IT SURPRISED ME to learn how much time I could save by composing answers to letters that I am able to answer.

I give the chief my reply attached to the incoming letter; and we save about half the time it would take to show it to him first, without the answer, get his dictation, make my transcript, and then get his signature.

This preliminary letter writing really saves time, even when some of the letters have to be changed because my decisions don't always agree with his wishes.

I DIDN'T KNOW how difficult it is to decide which of two decisions involving one's financial relationship with one's employer is the wise one to make until I was asked to remain at my job one week longer, after I had given three weeks' notice that I was leaving for a better job.

By remaining the extra week I stood to lose the increased salary of the new job, which seemed mighty important to me. Also, my new employer was expecting me to report at the time agreed upon.

I finally decided to put the matter up to my new employer, so I told him all the facts, and he immediately advised me to stay the extra week. What was a week in my lifetime, he said, compared with the importance of leaving my former concern with everyone feeling that I had done more than was expected of me to reduce the inconvenience of breaking in a new man?

So I learned that immediate financial gain must not influence business decisions too strongly. All other factors in the problem under consideration deserve careful thought.



On the Lookout

ARCHIBALD
ALAN
BOWLE



This department brings you suggestions regarding equipment and supplies, club programs, and bulletin-board displays

27 A glare-free Polaroid lamp, Executive Model 114, would look well on your desk. It is a deluxe model, styled by Walter Dorwin Teague, with ebony or walnut plastic base and shade and satin-chrome column. I have seen a number of these lamps on the desks of school people, who say the no-glare qualities are marvelous. Then there is the Study Model 100, not so expensive but very attractive looking, and made for use on the desk at home. This one costs about the same as the ordinary goose-neck lamp.

28 The Pendaflex Desk Data Outfit is a great help in organizing the data in the busy school executive's desk. It will fit in the lower filing drawer of any modern desk, with folders conveniently facing toward you. Reports, instructions, confidential matters, and other data can be kept in per-

A. A. Bowle

January, 1942

The Business Education World
270 Madison Avenue, New York, N. Y.

Please send me, without obligation, further information about the products circled below:

27, 28, 29, 30, 31, 32

Name

Address

fect order. The outfit includes a square bottomless steel tray, 25 Pendaflex folders complete with tabs, 100 headings, and 60 different titles. Any of the unused printed headings may be reversed and used as blanks for typing your own headings.

29 Lightmaster is a device that embodies a new principle for measuring light and makes it possible to determine accurately and easily the strength of any light. There is a chart that lists the light-strength recommended for common activities, such as clerical work. A more comprehensive chart accompanies the meter, which gives light-strengths recommended for all classes of eye activities in the school. Its use and operation are simple and easy to interpret. The device sells for \$1.95 boxed, with complete instructions.

30 A series of new triangular celluloid tabbed guides has been announced by the Imperial Methods Company as the latest addition to its line of filing cabinets, equipment, and supplies. The guides are made of 25-point gray pressboard in a variety of colored tabs. They are available in standard card and vertical sizes. In addition to contributing to more efficient filing, the guides are economical and save time and labor.

31 The Sundstrand pay-roll accounting machine has been announced by Underwood Elliott Fisher. All operations are automatically controlled by an interchangeable control plate, making the machine available for other applications when it is not being used on pay-roll work. The 10-figure keyboard has been retained in this new model.

32 The Kradl-Tilt action chair, the latest Sikes achievement in overcoming fatigue, is an ingenious combination of a pivoted back action and patented fixed-floating seat. These chairs provide also reverse spring action and a self-lubricating mechanism. There's a complete family of the Kradl-Tilt chairs in both wood and leather seat and back combinations.

OVER 2,000 TEACHERS of commercial subjects from the public and private schools of New York City and vicinity attended the twenty-second semi-annual convention of the Commercial Education Association recently held at the Hotel Pennsylvania in New York City.

Leaders in business and education reported on the latest developments and problems of business education, with special reference to the demands created by the national defense emergency.

Highlight of the convention was a luncheon at which speakers included Nathaniel Altholz, director of commercial education for New York City; Dr. Leland Rex Robinson, of the New York State Chamber of Commerce; Henry B. Fernald, of the Association of Commerce and Industry of New York; and Abraham Deutsch, president of the C. E. A.

Five affiliated organizations participated in a series of panel meetings which opened the proceedings. Included were the Accounting and Commercial Law Teachers Association, Distributive and Consumer Education Association, Gregg Shorthand Teachers Association, Pitman Commercial Teachers Association, and the Private Schools Association.

Answers to Quiz Questions On page 403

1. Those who buy and sell real estate. When real estate is bought on time, the buyer wants assurance that a deed to the property will be delivered to him when the last payment has been made; the seller does not want to relinquish title to the property until all payments have been made. Consequently, the deed is delivered to a third person, who holds it until the conditions of the contract have been fulfilled. Then he delivers it to the buyer. When the deed is in the hands of the third person, it is said to be "held in escrow." Banks perform this escrow service.

2. Dick. The shirt-manufacturing company made me an offer by sending the shirts and quoting the price. Had I taken Harry's

advice, a contract would have resulted; because my silence, plus the act of wearing the shirts, would have constituted an acceptance of the offer. If I had heeded Tom's advice, I would have had the bother and expense of returning the shirts. One has no obligation to return something he did not order.

3. Three. The maximum amount for which a single postal money order may be issued is \$100.

4. \$159.30. A mill is a tenth of a cent. A tax rate of 14.75 mills means that there is a tax of 14.75 mills on the dollar, \$1.475 on each hundred dollars, or \$14.75 on each thousand dollars. There are 10.8 thousand-dollar units in the assessed valuation of \$10,800. 10.8 multiplied by \$14.75 equals \$159.30.

5. By consulting the cancelled checks that were returned with my bank statement. The perforations in a canceled check not only indicate cancellation but also show the exact date of payment. (A few banks still use a stamp instead of the perforations to indicate cancellation and payment).

6. The European plan. Under this plan, separate charges are made for the room and meals. Under the American plan, a hotel guest is charged a daily rate that includes both room and meals.

7. Yes. When I made a bid of \$50, I made an offer. At an auction an acceptance of an offer is indicated when the auctioneer "drops the hammer." Therefore, my offer had not yet been accepted, and I had a right to withdraw my offer at any time before acceptance.

8. I was talking about the "and" sign. I was telling my secretary that the company name should be written "Jones and Company," not "Jones & Company."

9. He meant that I might be able to find a position in the financial district—in a broker's office, a bond house, or some other financial institution. "The street" is the financial district of a city.

10. In a business firm, a house organ is not a musical instrument. It is a company publication in the form of a small newspaper or pamphlet distributed periodically to employees.

An Application Letter Should Be a "Best Seller"

CARLOTTA V. CUNNING

Central Junior High School
Kansas City, Missouri

AFTER interviewing the employment managers and personnel heads of five different companies that employ every kind of help from pig-stickers to editorial writers, I have compiled the following ten points as most often stressed and universally accepted for a first-class application letter. As in the nursery rhyme, "Some like it hot, some like it cold," each personnel man stressed his own personal preference; but a résumé of the ideas expressed would give a good cross section of what these men considered would make a "sure-fire" letter.

1. Neat appearance, good form, and *no misspelled words* will cause any applicant's letter to receive a second glance. All the men I talked to stressed these points and insisted that many writers ignore them.

2. The portfolio style of presentation is preferred by several, with essential data in outline form so it can be easily read. One manager said, "We advertise and receive 200 or more answers. Have you ever tried to read that many letters, most of which are very messy and poorly organized?"

3. Most of the employers interviewed wanted a photograph, not too large, not in riding togs, bathing suit, or with draped shoulders. Return postage should accompany the picture if the applicant wishes to have it returned.

4. One manager told me that many letters list the machine an applicant *can't* operate. Most employers are not interested in what the applicant *can't* do.

5. Since the advent of "personality courses," people have overworked the words *pleasing personality*. "Let the interviewer be the judge," I was advised. It is better

to list some particular trait, such as cheerfulness, ability to co-operate and get along with people, or willingness to work.

6. Three employers mentioned the fact that they liked to have the applicant ask for a particular job, not just any old thing. The employer also wanted to be told what the applicant could *give* to the position, not just what he hoped to *get* from it.

7. One man mentioned the fact that he never "looked at letters of recommendation." Another said that, if he hired the applicant, he did his own checking of references. The consensus was that letters of recommendation were all right to include with the data but could be eliminated.

8. Letters written in poetry are all right when one is applying for a job as a poet, but not much good otherwise. Letters that attempt to be too unusual, facetious, or clever are looked upon with suspicion.

9. Watch the use of the pronoun "I" in beginning sentences. Rearrange sentences so that clauses and phrases start sentences, instead. This may seem a small item, but it helps to make the reading less monotonous and the writer seem less egotistical.

10. If you start a thing, carry it to completion. Don't mix up writing with typing. One beautiful letter I saw was well done, with a photograph on the front and data in good form—but the last two lines had been scratched over and written in ink. The manager said he wouldn't interview that boy, for he couldn't "follow through." Perhaps the decision was unfair, but there was no redress.

After looking over hundreds of letters of applications in these five firms, I have come to the conclusion that a little more time, a little more thought, and a little more care would pay large dividends. The fellow who can *write* a "best seller" to the employer can generally be counted upon to *be* a "best seller" of his goods and good will.

The Lamp of Experience

HARRIET P. BANKER
EDITOR



I have but one lamp
by which my feet are
guided, and that is the
lamp of experience.

—Patrick Henry.

MY pupils are very much interested in the B.E.W. Transcription Project tests, but sometimes they are disappointed when one letter of the series disqualifies their tests for a certificate.

To make the pupils feel that their efforts are of value even though they had only one mailable letter, I use the following device:

I list the names of the Stenography II pupils on a sheet of quadrille-ruled paper, leaving fifty squares after each name. Each time a pupil writes a letter that is mailable according to the standard set by the B.E.W. Transcription Projects, I color one square. The first ten squares are colored green; the second ten, red; the third ten, blue; the fourth ten, yellow; and the fifth ten, orange.

At the end of the semester, I give a "bonus" for all recorded mailable letters, as follows: ten mailable letters are D; twenty, C—; thirty, C; thirty-five, C+; forty, B; and fifty, A.

The chart is posted on the bulletin board so that the pupils may inspect it as they wish.

As there are not fifty letters in the B.E.W. Transcription Project during a semester, I include any letters given during class dictation that conform to the standard of mailability set by the B.E.W.

This device is especially valuable for the average and the poorer pupils who have difficulty in passing award tests; it shows them the value of mailable letters. I vary the length of the letters and the rate of dictation so that the pupils in the lower group may feel a sense of achievement when they write a mailable letter.

The better pupils will complete their fifty mailable letters before the end of the semester, and they will also have earned a number of awards. The average and the poorer pupils will not have had this success to encourage them, but the mailable-letter chart gives them a goal toward which to work.

Some of the mailable letters are mounted beside the chart so that the pupils may identify the factors that make up a mailable letter.—Mary A. Almeter, Technical High School, St. Cloud, Minnesota.

A Thought for Ski Typists!

IF YOU are a student of typewriting and also one of the thousands of ski enthusiasts who line the hills every winter week end, why not integrate your typing technique and your skiing technique?

If you are interested in typewriting from a teacher's point of view, why not inject a youth-appealing motivation in your presentation?

The Indian's classic definition of skiing, "Swish—walk a mile," is familiar to all. That is the way, alas, that too many of us take the 10- and 15-minute tests. It is great fun to *schuss* down a ski hill or through a typing test; but we forget the long climb up the hill in order to *schuss* again.

Do you always recommend corrective drill on those difficult combinations in which students made errors during the last run—I mean test? You will find that such drill will help them on the next test.

How about making use of the practice hill, or the nursery slope, as skiers call it? We need to work under competent instruction in order to master snow-plow stops, stem christies, and telemark turns, which, in typing, can well be called automatic and correct finger reaches, quick getaway strokes,

"eyes-on-copy," quick carriage return, and fast setup for margins and tabulations. It is not much fun to spend hours on monotonous drill, but it is the only way that we can make those correct movements automatic.

Webster defines rhythm as "symmetry of movement as ordered by recurrent heavy and light accent, or measured and balanced movement." We need it in both typewriting and skiing. The same effortless grace is noticed when a Dick Durrance does a tempo turn down a slalom course as when a Hossfield or a Tangora flies over the keys.

Look out for pitch holes! They cannot be seen with colored glasses. While smoked glasses are necessary to protect you from the glare of the sun, don't wear rose-colored glasses when you are looking at your own mistakes or those of your students. It is easy to find an excuse for a fault due to incorrect technique of operation or to the method of presentation used.

If pupils forget to place quotation marks correctly when using them with other punctuation marks, it may be because of faulty presentation. Perhaps you need to take off your smoked glasses and look sharply before the next run.—*Kathleen M. Laughlin, Yuba County Junior College, Marysville, California.*

A Preparation Sheet for Transcription

FOR advanced transcription, I group letters according to businesses and make a folder or budget for each business. The businesses and the letters are very carefully selected. Some of the groups covered during a school year were life insurance, real estate, collection, banking, printing, radio, law, and the automobile business.

Each pupil is given a sheet called "Preparation for Transcription." On this sheet are listed words that are likely to be misspelled, possessive nouns and pronouns, some words divided into syllables, some proper nouns spelled and capitalized, and some words with definitions—especially those used technically.

The preparation sheet is given to the pupil the day before the dictation is given. The dictation, consequently, does not sound un-

familiar. The pupil may refer to his transcription sheet when transcribing. Sometimes, after transcription, the pupils are told to add a brief summary of the transcribed letter.

Budgets consist of five or six letters. After each budget, there is a test on syllabication, spelling, definitions, and shorthand outlines. There are, of course, several easy letters that do not require a preparation sheet.

The checking of advanced transcription seems to me to be very important. I do not mark a letter "mailable" or "unmailable," but really correct the transcript. Each omitted word is inserted; each misspelled word is spelled correctly; each wrong word is corrected; each capital and punctuation mark, likewise, is corrected. I check about one paper in five in this way, and the pupils correct the rest from my corrected sheets. This is a good way for pupils to learn to proofread.

In grading transcriptions, I avoid any punitive scheme that merely fails the pupil. Most pupils try to do their best. The number of errors they make is of importance to me principally because it shows me the things *I have failed to teach*. The grade is not the important factor—what is important is the pupils' acquiring the knowledges involved in transcription.—*Alma Burke, Hughes High School, Cincinnati, Ohio.*

Touch-Control Device

ONE day, while I was watching my beginning students taking a 10-minute timed test, I wondered what could be done to help them refrain from looking back at what they had typed. I decided to have them type carbon copies of their timed tests, writing with the machine set to "stencil." The carbon copy could be checked, but the students could not see what they had typed while they were typing.

The results were gratifying the first time I tried the expedient and equally so when I tried it again two or three days later. Some students wrote more strokes than they ever had before and wrote more accurately. I then tried the plan with my ad-

vanced typing students; they liked it, and the results were pleasing.

Now I have my students take at least one carbon-copy timing a week, and I find the device helps them keep their eyes off the copy.—*Elaine E. Paulsen, Brookings (South Dakota) High School.*

Comments by Harold Smith

Although Miss Paulsen has used this device solely with timed efforts, it is well to remember that the best way to teach students to control the power behind each stroke is to commence with small units, such as the sentence or the paragraph, having the students remove their work from the machine as soon as the first small unit has been completed. Self-criticism and the teacher's criti-

cism will then prevent waste of time. As the student develops control, the length of the unit can be increased to several paragraphs, a page, and so on. It is better not to approach this problem of touch control under the pressure of time or competition.

Local Firm Names in Advanced Dictation

TO ACQUAINT my advanced shorthand students with the names of local business firms, I have the students use local firm names and addresses for the inside addresses of dictated letters. The names are obtained from the telephone directory or the city directory.—*Mabel Lewis, Cox Commercial College, Tucson, Arizona.*

New England Business College Convention Held

THE NEW ENGLAND BUSINESS COLLEGE ASSOCIATION held its annual two-day convention at the Parker House, Boston, November 21 and 22, with President Sanford L. Fisher in the chair.

The program on Friday afternoon included papers by Clark F. Murdough, Edgewood Secretarial School, Cranston, R. I.; L. J. Egelston, Rutland (Vermont) Business College; W. P. McIntosh, The McIntosh School, Haverhill, Massachusetts; Elliott F. Wood, Newport (Rhode Island) Secretarial School; John W. Archibald, Salem (Massachusetts) Commercial School; and Jay Miller, Goldey College, Wilmington, Delaware.

The speakers on Saturday morning were Harry C. Post, Post Junior College, Water-

bury, Connecticut; Jay Miller; William P. McIntosh, Jr., The Kinyon School, New Bedford, Massachusetts; and A. G. Tittemore, Burlington (Vermont) Business College.

The following officers were elected:

President: Charles S. Oak, Northampton (Massachusetts) Commercial College.

Vice-President: Mary A. O'Neill, Bristol (Connecticut) Secretarial School.

Secretary-Treasurer: George E. Bigelow, Brockton (Massachusetts) Business College.

Executive Committee: Sanford L. Fisher, The Fisher School, Boston; John L. Thomas, Thomas Business College, Waterville, Maine; Donald J. Post, Post Junior College, Waterbury, Connecticut.



CHARLES OAK



MARY O'NEILL



GEORGE E. BIGELOW



SANFORD FISHER

THE ALBUQUERQUE BUSINESS COLLEGE, Albuquerque, New Mexico, has been purchased by Arthur A. Hartmann from L. A. May and E. L. Hosking, who have operated it for the past twenty-one years and will remain indefinitely, assisting in the new organization. The school was organized in 1903.

Mr. Hartmann, the new owner, is a certified public accountant and an experienced instructor in accounting and auditing. He plans to add courses in public and income tax accounting to the curriculum.

Important Message Regarding This Year's Project Contest

BECAUSE of the increasing interest in bookkeeping projects, as evidenced by the solutions sent monthly to the B.E.W. Awards Department, we have decided to concentrate this year on a "bigger and better" bookkeeping contest. In order to give our full attention to this contest and to make available more attractive prizes for a greater number of teachers and students of bookkeeping, we are discontinuing, for the present, the B.E.W. annual contests in business fundamentals, business personality, office practice, and business letter writing. Many of the students who would participate in these subjects also take bookkeeping, and they are urged to concentrate upon the bookkeeping contest.—C.B.

Recent Tests for Measuring the Reading Ability of High School Students

THE following tests are suggested for consideration, in connection with the editorial, "The Inability to Read," on page 386 of this issue of the B.E.W.

Schrammel-Gray High School and College Reading Test. Grades 7-13; 1940; 1 form; \$1.50 for 25; 30 cents per specimen set; 25 (30) minutes; H. E. Schrammel and W. H. Gray; Bloomington, Illinois: Public School Publishing Co.

Diagnostic Examination of Silent Reading Abilities. Senior Division. Grades 10-16; 1939; 1 form; 10 cents per test; 5 cents per machine-scorable answer sheet; 10 cents per manual; \$1 per scoring key; 25 cents per specimen set; part timed, part nontimed (110-140) minutes; M. J. Van Wagenen and August Dvorak; Minneapolis, Minnesota: Educational Test Bureau, Inc.

Minnesota Reading Examinations for College Students. Grades 9-16; 1930-35; 2 forms; \$6 per 100; 35 cents per specimen set; 46 (55) minutes; Melvin E. Haggerty and Alvin C. Eurich; Minneapolis, Minnesota: University of Minnesota Press.

MORE THAN A THOUSAND alumni of the American Institute of Business, Des Moines, Iowa, returned to the school on October 24 to participate in a three-day celebration of the first home-coming for the school and the twentieth anniversary of its founding. Among the speakers were Mark L. Conkling, Mayor of Des Moines, and Miss Jessie Parker, state superintendent of public instruction. E. O. Fenton founded the school and is its director.

BOOKKEEPING CONTEST COUPON

(See pages 420-421)

Awards Department, THE BUSINESS EDUCATION WORLD, 270 Madison Avenue, New York, N. Y.

1. I plan to enter approximately _____ students in your International Bookkeeping Contest. Send me complete information and contest material on February 1, 1942.
2. In addition to my free teacher's copy, please send, at 1 cent each, _____ student reprints of the bookkeeping contest project.

Remittance enclosed \$_____.

Name

School

School Address

City and State

New England High School Teachers Meet

THE thirty-ninth annual convention of the New England High School Commercial Teachers' Association was held on Saturday, November 15, at the Graduate School of Business Administration, Harvard University, Cambridge, Massachusetts, under the capable direction of the president of the Association, Miss Mary Stuart, of Brighton High School.

The prelude to the serious business of the convention was a very enjoyable get-together dinner dance, held at the Copley Plaza Hotel, Boston, on Friday evening.

The first part of the program on Saturday morning was devoted to sectional meetings. The attendance reflected the interest and enthusiasm of the two hundred members, who were generous in their commendation of the excellent selection of speakers, chairmen, and discussion leaders.

Professor D. D. Lessenberry, of the University of Pittsburgh, was the speaker at the morning general session. His topic was "Problems Confronting the Commercial Teacher."

Miss Mildred J. O'Leary, former president of the Association, acted as chairman of the session.

F. J. Batson was the guest speaker at the noon luncheon, at which the president, Miss Mary Stuart, presided. Mr. Batson is vice-president of Kittinger Company, Inc., Buffalo, New York, and is also a member of the Committee on Education co-operating with the National Association of Manufacturers. Mr. Batson made a plea for close co-operation and co-ordination between the schools and business.

At the regular business meeting, the following officers were elected for the coming year:

President: Bruce Jeffery, B. F. Brown Junior High School, Fitchburg, Massachusetts.

First Vice-President: Paul Salsgiver, Boston University, Boston.

Second Vice-President: Miss Jane Berriman, High School, Brookline, Massachusetts.

Secretary: William O. Holden, High School, Pawtucket, Rhode Island.



BRUCE JEFFERY



PAUL SALSGIVER

Treasurer: W. Ray Burke, High School, Arlington, Massachusetts.

Assistant Treasurer: Howard E. Batchelder, High School, Swampscott, Massachusetts.

Committee on Audit and Finance: Arthur Ross, High School, Framingham, Massachusetts; Pauline St. Germaine, High School, Fitchburg, Massachusetts; Donald Mitchell, High School, Waltham, Massachusetts.

Publicity Committee: Raymond S. Dower, High School, Wakefield, Massachusetts; Miss M. Gertrude Gould, Jamaica Plain High School, Boston; Miss Dorothy Ellis, High School, Beverly, Massachusetts.

University of Southern California News

DELBERT FLOCK, who received his M. A. degree at the University of Illinois, is completing a research study at the University of Southern California for a Ph.D. degree, on "Practical Necessary Material to Be Taught in Business Mathematics Which Will Represent Corollary Foundation Material for Beginning Accounting Courses."

MRS. VELMA OLSON, a graduate student of the University of Southern California, and a teacher in the Alexander Hamilton High School in Los Angeles, recently completed a research study in business guidance that culminates four years of experimentation in business-guidance curriculum building in nine schools in the city. The purpose of the study was to determine, through an evaluation of the present program, what successful changes might be effected in formulating a new course of study in this subject for the Los Angeles city schools.—*Esther M. Clark, B.E.W. News Correspondent.*

English-Improvement Aids

No. 11 of a Series

Selected by E. LILLIAN HUTCHINSON

EDITOR'S NOTE: Teachers of English often desire short, well-selected lists of spelling demons, pronunciation demons, etc., for drill purposes, for testing, for extra-credit assignments, or similar uses. This monthly service page is designed to save the teacher's time in collecting such material. It is suggested that the page be clipped out and mounted in a scrapbook. Suggestions for this page will be welcomed.

Spelling Demons

- | | |
|----------------|------------------|
| 1. accessible | 6. forbearance |
| 2. beneficiary | 7. indebtedness |
| 3. changeable | 8. jeopardize |
| 4. deferred | 9. miscellaneous |
| 5. equipped | 10. ordinarily |

Pronunciation Demons

- | | | Not |
|----------------|-----------------|---------------|
| 1. burglar | bûr' glēr | bûrg' ū-lēr |
| 2. incognito | în-kōg' nī-tō | în-kōg-nē' tō |
| 3. pillar | pil' ēr | pil' ō |
| 4. temperament | tēm' pēr-â-mënt | tēm' pră-mënt |
| 5. was | wōz | wūz |

Synonyms

Hear. To become conscious of sound.

Listen. To make a conscious effort to hear.

- I *listened* all morning for the telephone, but I did not *hear* a ring.

Demolish. To reduce to a shapeless mass.

Raze. To level with the ground.

Destroy. To ruin the structure of.

Many historic buildings have been *demolished* during the air raids on England.

The tenements are to be *razed* to make way for an up-to-date apartment house.

A roaring fire *destroyed* the garage in the next block.

Words Often Confused

Healthy. Possessing or enjoying health.

Healthful. Tending to confer, preserve, or promote health.

It is most important that all our staff be in a *healthy* condition in order to meet the strenuous year ahead.

The clear, pure air of the Adirondack region makes it a most *healthful* climate.

Intelligent. Possessing a high degree of understanding; acute.

Intelligible. Capable of being understood.

It will require a highly *intelligent* person to present these statistics in an *intelligible* form.

Expend. To spend; to lay out.

Expand. To extend; to unfold.

We plan to *expand* our business in the fall. Naturally, we shall have to *expend* a large amount of money to do so.

Vocabulary Building

To orient. To arrange in order or place so as to show the relations of parts among themselves; to put oneself into correct position or relation.

Stems from. Derives from; has or traces one's origin or development from.

A Punctuation Rule

If a dependent clause gives added information about some word in the main clause, but can be omitted without changing the meaning of the sentence, it should be set off by commas.

Miss Bertram, who is the only person having the keys to this cabinet, is at luncheon just now. Their recommendation, which was hardly expected, will be discussed at the meeting tomorrow.

Their broker, whom we know very well, has returned the papers.

A Writing Pointer

Psychologists have found, in recent studies, that a definite relationship exists between a person's vocabulary and that same person's intelligence and ability to advance in life. It is therefore a good thing for us to be interested in acquiring a larger vocabulary. If a word represents the symbol of an idea, then the person having the most words commands the most ideas.—Waldo J. Marra.

Audio-Visual Aids

FOR BUSINESS EDUCATION

LAWRENCE
VAN HORN



★ Please communicate directly with the firms listed here when you order films. The Business Education World publishes this department as a service to readers but distributes no visual aids.

THE TODD COMPANY, Rochester, New York, through its offices in many cities, offers the following films free to schools by special arrangement. These films are usually not loaned but are shown by a company representative, who is fully equipped with projector, screen, records, and films.

Selling Your Bank. Sound-slide film. Tells about a bank that has installed a new checking-account system. A typical teller is told by his boss that he will be expected to sell these accounts to customers of the bank. He objects, saying he knows nothing about salesmanship. He discusses the matter with his wife and later with two of his bank-employee friends. The three men are not keen about the idea and are thoroughly convinced that they couldn't sell anything to anybody. The teller's wife explains that salesmanship is one of the basic activities of life and suggests that they look at things from the prospect's point of view. They try her plan and discover that it works.

Checking Check Crime. Sound-slide film. This film begins by showing the condition that makes check protection a necessity. It explains that \$300,000,000 is lost annually to the check crooks of our nation. It exhibits pictures of famous check crooks; shows printing equipment they have used to produce counterfeit checks; and presents samples of checks they have raised, forged, or otherwise manipulated. In order to meet the need for check protection, the Todd Company developed a safety paper, which makes it impossible for check crooks to falsify Todd checks by chemical means.

ABC Protected Pay Days. Sound-slide film. This film begins with a graphic description of the danger of pay-roll holdups, which frequently occur where large companies pay their employees in cash. The ABC System of Wage Payment is explained. This system involves the use of Todd ABC Pay-Roll Checks with various Todd forms for the entering of pay-roll information required by state and Federal agencies. This film gives a sound

understanding of the advantages of check payment plan in general and of the ABC System in particular.

THE DARTNELL CORPORATION, 4660 Ravenswood Ave., Chicago, Illinois, recently produced the following series of seven sound-slide films based on the famous *Strategy In Selling* manuals by J. C. Aspley, to which 5,000 sales managers contributed. The complete set of seven films, with records, sells for \$70, less 20 per cent discount to schools. The silent version, which includes a manuscript suitable for reading aloud during presentation of the films, sells for \$35. A set of manuals alone sells for \$6. The titles of the seven films are as follows:

1. Planning the Sale, 15 minutes.
2. Getting Better Interviews, 8 minutes.
3. Let Him Sell the Coffee, 8 minutes.
4. Disposing of Objections, 8 minutes.
5. Closing the Sale, 8 minutes.
6. Managing Your Time, 8 minutes.
7. The Way to Leadership, 8 minutes.

THE THREE DIMENSION CORPORATION, 1162 Merchandise Mart, Chicago, Illinois, and 275 Seventh Avenue, New York, N. Y., manufactures and distributes Real-Life Automatic Projectors. They also offer a complete service, including the supplying of Polaroid three-dimensional viewers and spectacles used in viewing the projected pictures. Your editor witnessed a demonstration of this new type of visual projector and was greatly impressed. At present the cost of the equipment and the necessity for using glasses will delay its early acceptance as a classroom visual aid.

BROWN'S BUSINESS COLLEGE, of Jacksonville, Illinois, celebrated its seventy-fifth anniversary on November 12. A banquet at the Dunlop Hotel was attended by students, graduates representing classes from 1886 to the present, local citizens, private business-school proprietors, and representatives of many civic organizations.

Brown's Business College was founded in 1866 by Rufus C. Crampton. The next year, George W. Brown joined the staff as a teacher of penmanship. Forty-two years later, Mr. Brown was the owner of twenty-two business schools, which were later sold.

D. L. Hardin has been owner and president of the school since 1925. His very successful association with the school began in 1921, when he became an assistant instructor in bookkeeping.

MISS MARY M. GALLAGHER, prominent business educator and private-school owner, opened a new secretarial school, the Rockford School of Business, in Rockford, Illinois, on November 3.

Since 1914, Miss Gallagher has owned and operated the Gallagher School of Business, in Kankakee, and in 1937 she purchased Brown's Business College of Peoria, now known as Brown's Peoria School of Business. These two schools will be closely affiliated with the new enterprise in Rockford.

Miss Gallagher's schools have an enviable record of efficiency in the training of capable secretaries, bookkeepers, and other office workers.

THE NEXT ANNUAL MEETING of the American Association of Junior Colleges will take place at Los Angeles, California, February 26-28, according to an announcement by Walter C. Eells, executive secretary of the association. Representatives of the nation's 650 junior colleges will travel to California for the event.

Rosco C. Ingalls, president of Los Angeles City College, is chairman of the committee on arrangements. James C. Miller, president of Christian College, Columbia, Missouri, is president of the Association.

BUSINESS EDUCATORS OF western Illinois met on November 4 in Macomb, Illinois, at the call of Dr. Clyde Beighey, head of the Business Education Department of Western Illinois State Teachers College, and voted to form an association of business educators for their area.

The resulting organization, the Western Illinois Business Teachers Association, will hold monthly meetings.

Edwin E. Judy, head of the Business Department of Galesburg High School, was elected chairman; and J. M. Robinson, of Western Illinois State Teachers College, was elected secretary-treasurer.

D.P.E. Research Winners

DR. J. MARSHALL HANNA, of Western Michigan College of Education, Kalamazoo, and T. James Crawford, of the Woman's College of the University of North Carolina, Greensboro, have been selected as the winners of the first annual Delta Pi Epsilon Research Award, according to an announcement just received from Mrs. Helen M. Johnston, chairman of the research committee. Further information regarding this award will appear in the February B.E.W.

ROBERT J. McKECHNIE, president of the Jamestown (New York) Business College since 1932, died suddenly on November 15 at his home overlooking Chautauqua Lake.

A native of Canada, Mr. McKechnie began his work in commercial education in Detroit and later founded a business school in Rochester, the McKechnie-Lunger School of Commerce.

Mr. McKechnie was active in the local Little Theater and was a member of the Masonic Lodge. He gave much attention to work with the Boy Scouts of America and was an especially active member of the Methodist Church. He was president of the Methodist Brotherhood of his church for two years.

In his school, church, and civic activities alike, he took keen interest in the problems of young people and contributed greatly to their advancement and welfare.



YOUR Professional Reading

JESSIE GRAHAM, Ph.D.

Let this department guide your professional reading. The B.E.W. is constantly on the lookout for new books and magazine articles of interest to business educators.



Business and Business Education

Eleventh Yearbook of The Commercial Education Association: James R. Meehan, Editor; Margaret O'Callaghan, Secretary, Junior High School 30, New York, N. Y. 1940-1941, 278 pages, \$2. Included with membership in the C.E.A.

With the publication of its Eleventh Yearbook, the Commercial Education Association of New York City continues the fine work it has been doing for many years in presenting to its membership, in bound form, the cream of the material presented at the two annual meetings of the Association. The special theme of the Yearbook is "Business and Business Education."

So many topics are so well treated in this Yearbook that it would be futile for a reviewer to attempt to review the material in the ordinary sense of the word. From the excellent preface by Dr. James R. Meehan to the very useful index at the end of the book, there are 55 different items.

And there is a thought—why don't more yearbook editors follow Doctor Meehan's excellent plan of giving us an index?

Another interesting item that might well be taken over by other yearbook editors is called "Our Past Presidents Speak." Each of the living past presidents has contributed a comment on the work done by the Association during his term of office.

As a final token of usefulness, we find a note saying that this Eleventh Yearbook of the C.E.A. is indexed in the *Business Education Index*.

Arithmetic Review for Retail Training Groups

Jennie S. Graham, School of Retailing, New York University, New York, not dated, revised edition, with drill problems and solutions to problems, 43 pages, mimeographed, 50 cents.

The demand by employers that workers have skill in arithmetic is nothing new. There is always a need for materials that can be used in training pupils for positions where ability to handle the fundamentals is demanded and also for helping adults to review arithmetic.

This booklet is outstanding for these purposes, because it provides simple, practical problems and includes nothing but basic essentials.

Problems are presented in fractions, decimals, percentage, and equations. Solutions and explanations are given. Practice problems, complete with answers, are provided.

The Personal-Social Development of Boys and Girls with Implications for Secondary Education

Lois Hayden Meek, Chairman, Committee on Workshops, Progressive Education Association, New York, 1940, 243 pages, paper bound, \$1.

Too many boys and girls have been thwarted in their adjustments to people during their secondary school years, with the resulting emotional tensions expressed in hatreds and antagonistic behavior toward society. Social development during adolescence determines the kind of men and women we have in our society. Therefore, all teachers in secondary schools wish to know as much as possible about the personal-social relations of adolescents. This committee report throws new light on the social development of boys and girls.

In the first part of the book, an analysis is made of the factors that influence social development. Among these factors are physical development and family and community conditions. In the second and third parts, suggestions are made for "rethinking" the program of a school to meet the needs of boys and girls.

The material on physical development has unusual significance for teachers of typewriting and other skill subjects. A study of the statistics on physical growth leads to a realization of the necessity for attention to individual differences among pupils. For example, a teacher who has studied the growth charts in this book will be even more careful than usual to rearrange her class from time to time so that chairs and desks are as suitable in height as possible for each growing boy and girl.

As in other books on adolescence, the important role of the teacher is stressed. "Each teacher expresses in his classroom the kind of person that has emerged during his cumulative life experiences." Indeed, the teacher's attitude toward life is reflected in his work with boys and girls and is, therefore, not merely of private concern to him.

The special fields discussed under "Opportunities for developing personal-social relations through courses and classwork" are social studies, language arts, home economics, and physical education.

While business education is not mentioned, this book has many implications for teachers of business subjects in their daily dealings with adolescents.

Principles and Techniques of Vocational Guidance

George E. Myers, McGraw-Hill Book Company, Inc., New York, 1941, 377 pages, \$3.

In contrast to many other books on guidance, this one treats of vocational guidance exclusively, although an introductory chapter is devoted to an examination of other types of guidance.

The point is made that vocational guidance is necessary because of two sets of differences: differences among people and differences among occupations. In contrast, some of the other types of so-called "guidance," such as health guidance, do not partake of this characteristic. For example, choice is not made among health habits as it is among occupations. Dr. Myers thus makes a clear distinction between guidance and education. He looks upon vocational guidance as a form of conservation of social and economic resources.

One chapter is devoted to the rôle of the elementary school in vocational guidance. As a rule, occupations are studied in the elementary school as a part of general education. Chapters on the following subjects cover in detail the eight services involved in the program of vocational guidance in secondary schools—the procedures being equally effective with adults: occupational information, self-inventory, personal-data collecting, vocational counseling, vocational preparation, placement, follow-up, and research.

Concise summaries of the various chapters are of assistance to the student. Many usable suggestions are made. The techniques used in carrying out the guidance services are illustrated. Reservoir classes for graduates awaiting employment and other adjustment services are recommended.

The need for vocational guidance—"seeing through Johnny and seeing Johnny through"—is forcefully expressed, and invaluable assistance in carrying out the program is made available.

Paying for Defense

Albert G. Hart and Edward D. Allen in collaboration with the Economics Staff of Iowa State College, The Blakiston Company, Philadelphia, 1941, 275 pages, \$2.50.

In this book a carefully planned system for financing national defense, with fair distribution of the burden and the avoidance of inflation, is presented. This discussion has implications for every citizen and consumer, as well as for students of finance.

The plans proposed are based on facts about defense spending, national income, borrowing, and taxes. Charts are used to illustrate the many facets of this complicated problem.

Truths not apparent by means of superficial consideration are revealed through the careful analysis of all angles of the present situation. In fact, all phases of the intricate problems of financing defense, satisfying consumer wants, taxing the population on the basis of ability to pay, and collecting taxes are considered. Methods of war financing adopted by other countries, including the Axis powers, are explained.

In conclusion, a program for defense financing is presented. The text material vividly shows the urgency of the situation. The plans proposed to meet the present crisis are carefully worked out. All citizens are concerned that national defense be not allowed to drift, but that adequate preparation for financing be made. All citizens, therefore, will find this book an excellent presentation of a vitally important subject. As they are to make sacrifices as consumers, they should be informed about the many factors involved in financing national defense.

Basic Source Materials

FORECASTING SERVICE

Whaley-Eaton Service, Munsey Building, Washington, D. C., \$55 a year (\$25 for American letters; \$30 for foreign letters).

"Whaley-Eaton service is conducted for the purpose of furnishing to its clients a concise and exclusive view of those tendencies and movements in America and abroad which affect American business interests, immediately and eventually." These reports to clients are in the form of four-page letters issued twice weekly—one on American affairs and the other on foreign happenings.

Some of the topics treated in a recent "Foreign Letter" are: British war financing and the lesson for America, rationing, man-power production, India, Canada, Scotland, planes, Russia, and lease-lend machinery. Summary paragraphs contain the conclusions reached by the service's staff of experts.

Topics treated in a recent issue of the "Amer-

ican Letter" are: taxes, price control, advertising, rationing of gasoline, and strikes.

It is obvious that up-to-the-minute information, with forecasts made by specialists in domestic and foreign affairs, is invaluable to the businessman.

Encyclopedia of Educational Research, Walter S. Monroe, Editor, The Macmillan Company, New York, 1941, 1344 pages.

Although the field of educational research is new (the first report of a study was published in 1897), the production is overwhelmingly large. Probably one hundred thousand research studies in education have been made to date. This book is "the result of a critical evaluation, synthesis, and interpretation of reported studies in the field of education." One hundred ninety editors were employed to complete this gigantic task.

Dr. E. G. Blackstone contributed the summaries of the studies in business education, especially in typewriting. Dr. Frank N. Freeman summarized the studies in penmanship; Ray G. Price, those in consumer education. Dr. Paul S. Lomax was a member of the editorial staff.

In each chapter, the research in the special field is summarized and a bibliography included. Abstracts of individual studies are not given.

Education Abstracts, Paul M. Cook, Editor, Homewood, Illinois, monthly, \$4 a year.

More than one hundred brief abstracts of research studies and other materials of service to teachers and students are published each month in *Education Abstracts*.

A special section is devoted to business education, with cross references to abstracts in other fields of interest to teachers of business subjects.

This is a good source for current information about studies in all educational fields.

MERCHANDISING

The Buyer's Manual, The Merchandising Division, National Retail Dry Goods Association, 1941 edition, 372 pages, \$3.50.

This comprehensive merchandising handbook covers every angle of the buyer's job. It was written by a group of retail specialists. The manual is a source book for teachers of retail merchandising.

NATIONAL GOVERNMENT

Handbook, Office for Emergency Management Functions and Administration, Government Printing Office, Washington, D. C., 1941, paper bound, free.

This is an excellent source of information on the setup of the alphabetical agencies in Washington. A discussion of the functions of each alphabetical agency is illuminating. Organization charts showing the relationships among agencies are included.

Changes are made so rapidly that it is wise for us to get as recent a picture as possible of the government setup. An addendum to the

pamphlet indicates that, within the short space of time between writing of the booklet and issuance, two new agencies were formed.

This pamphlet is thus not a permanent source book. However, succeeding similar publications will take its place as a source of information on the administration of the national government.

RADIO IN EDUCATION

Service Bulletin of the Federal Radio Education Commission, United States Office of Education, Federal Security Agency, Washington, D. C., issued monthly.

A four-page bulletin, with radio news of concern to educators.

VISUAL AIDS

Sources of Visual Aids for Instructional Use in Schools, Pamphlet No. 80, United States Office of Education, revised 1941, 91 pages, 15 cents. May be ordered from the Superintendent of Documents, Washington, D. C.

A catalogue of visual aids for schools.

COMMUNITY OCCUPATIONAL SURVEY

Steps in a Community Occupational Survey, by Marguerite W. Zapoleon, Misc. 2914. United States Office of Education, Federal Security Agency, Washington, D. C., October, 1941, 18 pages, mimeographed, paper bound, free.

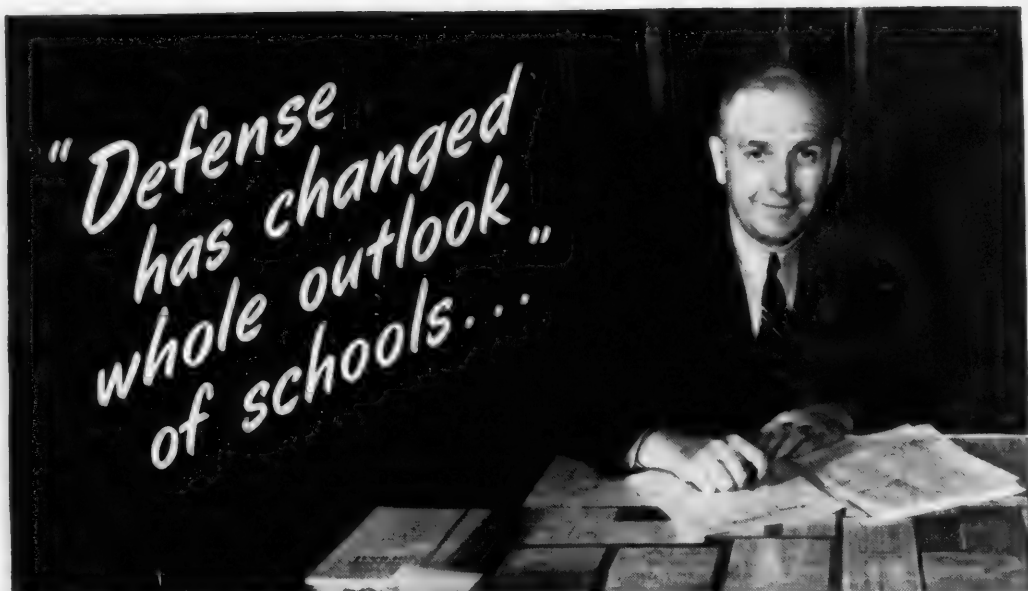
Lists 71 steps to be taken in making a community survey. An annotated bibliography on occupational surveys follows.

THE NATIONAL DEFENSE BOOK CAMPAIGN starts on January 12. The campaign, sponsored by the USO, Red Cross, and American Library Association, seeks ten million books for recreational reading for soldiers, sailors, and marines.

What kind of books? The kind *you* like to read! Collection centers will be designated in your community. Take your book gifts to your library—as many books and as good books as possible, as soon as possible. Put your name and address in your books—the men like to know "who gave what."

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PAUL M. BOYNTON, head of the commercial department of the Central and Congress High Schools of Bridgeport, Connecticut, has just been appointed supervisor of business education for the state of Connecticut. He holds graduate degrees from both Boston University and Harvard University.



Mr. L. A. Rice, President of
Packard School, New York

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THE GREGG WRITER

Each month the B. E. W. gives in this department some 5,000 words of selected material counted in units of 20 standard words for dictation. This material will be found in shorthand in the same issue of THE GREGG WRITER

TURKEY RED

Excerpts from a true story of pioneer days in the Dakotas

By FRANCES GILCHRIST WOOD

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PART I

THE old mail-sled running between Hancy and Le Beau, in the days when Dakota was still a Territory, was²⁰ nearing the end of its hundred-mile route.

It was a desolate country in those days; geographers still described⁴⁰ it as The Great American Desert, and in looks it deserved the title. Never was there anything so lonesome⁶⁰ as that endless stretch of snow reaching across the world until it cut into a cold gray sky, excepting the⁸⁰ same desert burned to a brown tinder by the hot wind of summer.

Nothing but sky and plain and its voice, the wind, unless¹⁰⁰ you might count a lonely sod shack blocked against the horizon, miles away from a neighbor, miles from anywhere,¹²⁰ its red-curtained square of window glowing through the early twilight.

There were three men in the sled: Dan, the mail-carrier,¹⁴⁰ crusty, belligerently western, the self-selected guardian of every one on his route; Hillas,¹⁶⁰ a younger man, hardly more than a boy, living on his preemption claim near the upper reaches of the stage line;¹⁸⁰ the third, a stranger from that part of the country vaguely defined as "the East." He was traveling, had given his²⁰⁰ name as Smith, and was as inquisitive about the country as he was reticent about his business there. Dan²²⁰ plainly disapproved of him.

They had driven the last cold miles in silence when the stage-driver turned to his neighbor.²⁴⁰ "Letter didn't say anything about coming out in the spring to look over the country, did it?"

Hillas shook²⁶⁰ his head. "It was like all the rest, Dan. Don't want to build a railroad at all until the country's settled."

"Can't they see²⁸⁰ the other side of it? What it means to the folks already here to wait for it?"

The stranger thrust a suddenly³⁰⁰ interested profile above the handsome collar of his fur coat. He looked out over the waste of snow.

"You say³²⁰ there's no timber here?"

Dan maintained unfriendly silence and Hillas answered: "Nothing but scrub on the banks of the creeks.³⁴⁰ Years of prairie fires have burned out the trees, we think."

"Any ores—mines?"

The boy shook his head as he slid farther down in³⁶⁰ his worn buffalo coat of the plains.

"We're too busy rustling for something to eat first. And you can't develop mines³⁸⁰ without tools."

"Tools?"

"Yes, a railroad first of all."

Dan shifted the lines from one fur-mittened hand to the other, swinging⁴⁰⁰ the freed numbed arm in rhythmic beating against his body as he looked along the horizon a bit anxiously.⁴²⁰ The stranger shivered visibly.

"It's a God-forsaken country. Why don't you get out?"

Hillas, following Dan's glance⁴⁴⁰ around the blurred sky line, answered absently, "Usual answer is 'Leave? It's all I can do to stay here.'"

Smith⁴⁶⁰ regarded him irritably. "Why should any sane man ever have chosen this frozen wilderness?"

Hillas closed his⁴⁸⁰ eyes wearily. "We came in the spring."

"I see!" The edge voice snapped, "Visionaries!"

Hillas' eyes opened again, wide,⁵⁰⁰ and then the boy was looking beyond the man with the far-seeing eyes of the plainsman. He spoke under his breath as⁵²⁰ if he were alone.

"Visionary, pioneer, American. That was the evolution in the beginning.⁵⁴⁰ Perhaps that is what we are." Suddenly the endurance in his voice went down before a wave of bitterness. "The⁵⁶⁰ first pioneers had to wait, too. How could they stand it so long!"

The young shoulders drooped as he thrust stiff fingers deep within⁵⁸⁰ the shapeless coat pockets. He slowly withdrew his right hand holding a parcel wrapped in brown paper. He tore a⁶⁰⁰ three-cornered flap in the cover, looked at the brightly colored contents, replaced the flap and returned the parcel, his⁶²⁰ chin a little higher.

Dan watched the northern sky line restlessly. "It won't be snow. Look like a blizzard to you, Hillas?"⁶⁴⁰

The traveler sat up. "Blizzard?"

"Yes," Dan drawled in willing contribution to his uneasiness, "the real⁶⁶⁰ Dakota article where blizzards are made. None of your Eastern imitations, but a ninety-mile wind that whets slivers⁶⁸⁰ of ice off the frozen drifts all the way down from

the North Pole. Only one good thing about a blizzard—it's over¹⁰⁰ in a hurry. You get to shelter or you freeze to death."

A gust of wind flung a powder of snow stingingly¹²⁰ against their faces. The traveler withdrew his head turtlewise within the handsome collar in final condemnation.¹⁴⁰ "No man in his senses would ever have deliberately come here to live."

Dan turned. "Wouldn't, eh?"

"No."

"You're¹⁰⁰ American?"

"Yes."

"Why?"

"I was born here. It's my country."

"Ever read about your Pilgrim Fathers?"

"Why, of course."¹⁸⁰

"Frontiersmen, same as us. You're living on what they did. We're getting this frontier ready for those who come after. Want our²⁰⁰ children to have a better chance than we had. Our reason's same as theirs. Hillas told you the truth. Country's all right if²²⁰ we had a railroad."

"Humph!" with a contemptuous look across the desert. "Where's your freight, your grain, cattle—"

"West-bound freight,²⁴⁰ coal, feed, seed-grain, work, and more neighbors."

"One-sided bargain. Road that hauls empties one way doesn't pay. No company²⁶⁰ would risk a line through here."

THE angles of Dan's jaw showed white. "Maybe. Ever get a chance to pay your debt to those Pilgrim²⁸⁰ pioneers? Ever take it? Think the stock was worth saving?"

He lifted his whip-handle toward a pin-point of³⁰⁰ light across the stretch of snow. "Donovan lives over there and Mis' Donovan. We call them 'old folks' now; their hair has³²⁰ turned white as these drifts in two years. All they've got is here. He's a real farmer and a lot of help to the country, but³⁴⁰ they won't last long like this."

Dan swung his arm toward a glimmer nor' by nor'east. "Mis' Clark lives there, a mile back from the³⁶⁰ stage road. Clark's down in Yankton earning money to keep them going. She's alone with her baby holding down the claim."³⁸⁰ Dan's arm sagged. "We've had women go crazy out here."

The whip-stock followed the empty horizon half round the compass⁴⁰⁰ to a lighted red square not more than two miles away. "Mis' Carson died in the spring. Carson stayed until he was too⁴²⁰ poor to get away. There's three children—oldest's Katy, just eleven." Dan's words failed, but his eyes told. "Somebody will⁴⁴⁰ brag of them as ancestors some day. They'll deserve it if they live through this."

Dan's jaw squared as he leveled his whip-handle⁴⁶⁰ straight at the traveler. "I've answered your questions, now you answer mine! We know your opinion of the country⁴⁸⁰—you're not traveling for pleasure or your health. What are you here for?"

"Business. My own!"

"There's two kinds of business out here⁵⁰⁰ this time of year. 'Tain't healthy for either of them." Dan's words were measured and clipped. "You've damned the West and all that's in it⁵²⁰ good and plenty. Now I say, damn the people anywhere in the whole country that won't pay their debts from pioneer⁵⁴⁰ to pioneer; that lets us fight the

wilderness barehanded and die fighting; that won't risk—"

A gray film dropped down over⁵⁶⁰ the world, a leaden shroud that was not the coming of twilight. Dan jerked about, his whip cracked out over the heads⁵⁸⁰ of the leaders and they broke into a quick trot. The shriek of the runners along the frozen snow cut through the⁶⁰⁰ ominous darkness.

"Hillas," Dan's voice came sharply, "stand up and look for the light on Clark's guide-pole about a mile to the⁶²⁰ right. God help us if it ain't burning."

Hillas struggled up, one clumsy mitten thatching his eyes from the blinding needles.⁶⁴⁰ "I don't see it, Dan. We can't be more than a mile away. Hadn't you better break toward it?"

"Got to keep to⁶⁶⁰ the track til we—see—light!"

The wind tore the words from his mouth as it struck them in lashing fury. The leaders had⁶⁸⁰ disappeared in a wall of snow, but Dan's lash whistled forward in reminding authority. There was a moment's lull.⁷⁰⁰

"See it, Hillas?"

"No, Dan."

Tiger-like the storm leaped again, bandying them about in its paws like captive mice. The⁷²⁰ horses swerved before the punishing blows, bunched, backed, tangled. Dan stood up, shouting his orders of menacing appeal⁷⁴⁰ above the storm.

Again a breathing space before the next deadly impact. As it came Hillas shouted, "I see it⁷⁶⁰—there, Dan! It's a red light. She's in trouble."

Through the whirling smother and chaos of Dan's cries and the struggling horses⁷⁸⁰ the sled lunged out of the road into unbroken drifts. Again the leaders swung sidewise before the lashing of a⁸⁰⁰ thousand lariats of ice and bunched against the wheel-horses. Dan swore, prayed, mastered them with far-reaching lash, then the⁸²⁰ off leader went down. Dan felt behind him for Hillas and shoved the reins against his arm.

"I'll get him up—or cut leaders⁸⁴⁰—loose! If I don't—come back—drive to light. Don't—get—out!"

Dan disappeared in the white fury. There were sounds of a struggle;⁸⁶⁰ the sled jerked sharply and stood still. Slowly it strained forward.

Hillas was standing, one foot outside on the runner,⁸⁸⁰ as they traveled a team's length ahead. He gave a cry—"Dan! Dan!" and gripped a furry bulk that lumbered up out of the⁹⁰⁰ drift.

"All—right—son." Dan reached for the reins.

Frantically they fought their slow way toward the blurred light, staggering on in⁹²⁰ a fight with the odds too savage to last. They stopped abruptly as the winded leaders leaned against a wall interposed⁹⁴⁰ between themselves and insatiable fury.

Dan stepped over the dashboard, groped his way along the tongue between⁹⁶⁰ the wheel-horses and reached the lee-way of a shadowy square. "It's the shed, Hillas. Help get the team in." The⁹⁸⁰ exhausted animals crowded into the narrow space without protest.

"Find the guide-rope to the house, Dan?"

"On the other¹⁰⁰⁰ side, toward the shack. Where's—Smith?"

"Here, by the shed."

Dan turned toward the stranger's voice.

"We're going 'round to the blizzard¹⁶²⁰—line tied from shed to shack. Take hold of it and don't let go. If you do you'll freeze before we can find you. When the wind¹⁶⁶⁰ comes, turn your back and wait. Go on when it dies down and never let go the rope. Ready? The wind's dropped. Here, Hillas, next¹⁶⁸⁰ to me." (1661).

(To be continued next month)

"The Defense of Democracy"

An Excerpt from an address

By JUSTICE FRANK MURPHY

ONE HUNDRED FIFTY-ONE YEARS AGO, a group of American citizens, meeting in the colonial²¹ community of Concord, New Hampshire, voted by fifty-seven to forty-seven to ratify the Federal⁶⁰ Constitution which had been written at Philadelphia one year before. We do not formally celebrate⁶⁰ the day, but it was an event of tremendous significance. It meant that the required majority of⁹⁰ nine States had ratified, and that the Constitution was in full legal effect. It meant that the American¹⁰⁰ people had cast their lot together under the guidance of a document Gladstone once described as the most¹²⁰ remarkable political work produced by the human intellect in modern times.

That document—our Federal¹⁴⁰ Constitution—is remarkable in many ways. But there is one thing, above all, that makes it remarkable¹⁶⁰—one quality on which all the others depend—and that is the singular emphasis it places on¹⁸⁰ personal liberty. In the very first sentence we read that the American people established the Constitution²⁰⁰ to secure, among other things, "the blessings of liberty" to themselves and their posterity. And the²³⁰ history books tell us that they were so very concerned about their liberties that many of the States refused²⁶⁰ flatly to ratify the Constitution unless they were assured that a Bill of Rights would be added. When that²⁸⁰ assurance was given, they ratified, but not before.

Obviously, the Bill of Rights was not an accident.²⁹⁰ It was not the product of a whim or a passing fancy. The people were in deadly earnest about it. They³⁰⁰ had shed blood and suffered hardship to gain liberty, and they were determined to give it the best protection they³²⁰ could devise. And so, when it came to the job of framing the Bill of Rights, they did not mince words. They did not hedge it³⁴⁰ around with restrictions or weaken it with qualifications and conditions. They said in plain English: "Congress³⁶⁰ shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof;³⁸⁰ or abridging the freedom of speech or of the press; or the right of the people peaceably to assemble and⁴⁰⁰ to petition the Government for redress of grievances."

Why is this so? Why this remarkable emphasis⁴²⁰ on freedom of speech and assembly and religion?

Because the wise men who wrote the Bill of Rights were doing more⁴⁴⁰ than stating legal prohibitions on the legislature. They were expressing a philosophy of human⁴⁶⁰ living. They were defining the spirit of a free and sovereign people.

They were putting into words the meaning¹⁸⁰ of democracy itself. They were determined to put an end in this country to the kind of government²⁰⁰ that tells the individual he may not speak as he pleases; that tells the newspapers what they may or may not²²⁰ print; that denies the citizen the right to practice whatever religion his conscience chooses; and that, in²⁴⁰ general, treats the individual as the servant of an all-powerful State. They were so bent on ending that²⁶⁰ kind of government that they started a revolution and never gave it up until their objective was won.²⁸⁰

The heart of civilization, the thing that gives it a soul, is exactly that spirit of freedom that runs all³⁰⁰ through our Bill of Rights. It is the idea that the individual has a natural right to be free up³²⁰ to that point where he injures the interests of the people as a whole. Take that idea away from our³⁴⁰ Government, or build a government without it, and you have a government that is something less than civilized. (659)

• • •

A SUCCESSFUL MIND is like a successful hotel—open all the year round. (14)

• • •

IT takes a lot of hard pounding to make good steel. (9)

In Case of Fire

EVERYONE should know how to report a fire in his home or neighborhood. Do you, for instance, know the telephone²⁰ number of your fire department or the location of the nearest fire alarm box? You may someday save lives³⁰ and property by knowing them. Another point to keep in mind is that, when fire breaks out, your fire and police⁴⁰ departments often find it necessary to make many telephone calls. Telephone central offices are then⁵⁰ busy handling these emergency calls. At such times it is only natural to want to know "Where's the fire!" But¹⁰⁰ do not let your curiosity get the better of you. Give the emergency calls the right of way. (119)—New York Telephone Company

Graded Letters

Stressing nt-nd, mt-md (Unit 16)

Dear Mr. McIntyre:

Printed on the front page of the enclosed circular is a correspondent's account of²⁰ a very important current event. We will send this circular to a select list of parents in a campaign³⁰ for money for needy children. I am sending a copy of this circular to you because of your background⁴⁰ of experience in this field of work. I wonder if you could give me an idea what per cent of⁵⁰ voluntary donations we could expect from a campaign of this nature.

Frankly, when we planned this campaign, we took⁶⁰ it for granted the joint efforts of our organization and your committee would net us a response of about⁷⁰ two persons in every hundred or a total of two per cent. Do you think that is too much to expect?⁸⁰ Also, will you tell us

whether it seemed well advised for us to have put our message in the form of a printed¹⁰⁰ circular or whether we should have sent a letter signed by the head of our organization? Naturally,³⁰⁰ we want the campaign fund to be as big as possible. That is why we want to know what you have found to be best.²⁰⁰ We want to prevent spending money blindly on this campaign.

On the second page of this circular, we have outlined²⁰⁰ what has been planned as a second appeal to the same list of parents. We expect this follow-up to insure²⁰⁰ prompt returns from those who want to contribute but keep putting the matter off. Do you think the second request may³⁰⁰ offend the reader? If you do, don't hesitate to make suggestions and redraft the letter if necessary.²⁰⁰ Naturally, we want to avoid anything that will hurt the campaign. We appreciate your lending a hand³⁰⁰ in this matter.

Your frank opinion on this whole campaign may save us plenty of trouble. I know we can count on²⁰⁰ your sound judgment to make this campaign one of the most successful we have ever had. Needless to say, a prompt reply³⁰⁰ will be appreciated.

Yours truly, (348)

Graded Letters

Stressing *ten-den, tem-dem* (Unit 19)

Dear Mr. Jones:

Tonight I plan to attend the dinner given by the "Daily Bulletin" in honor of Captain³⁰ Smith. The "Bulletin" has been able to obtain an estimated attendance of about a hundred for⁴⁰ the dinner. As you probably know it is to be held at the old Brown residence on Temple Street.

In accordance⁹⁰ with the memorandum written me last month, I will accept the temporary assignment to cover this²⁰ dinner for your magazine. My report will contain all the items you request if I am fortunate enough¹⁰⁰ to obtain the complete information.

In the past, I have seldom covered functions of this nature, but rather³⁰ than discontinue this type of work after the dinner, I am tempted to ask if I may be retained on call⁴⁰ for future assignments. I would be content to continue on the same salary basis for the present. We³⁰⁰ can attend to any details that have to be straightened out in the future. You may be sure that if the permanent²⁰⁰ assignment is given to me, I shall attempt to maintain in all my reports the standard of quality²⁰⁰ set by your publication.

I have estimated my expenses for the coming week and enclose an itemized²⁰⁰ requisition. At the bottom of the list I have appended a sentence explaining why it was necessary³⁰⁰ for me to obtain the photographic equipment mentioned. I have written the manufacturers who²⁰⁰ own the patent on that item for permission to add an attachment of my own to the camera to extend³⁰⁰ its range for distant "shots" yet maintain its clearness. With this attachment I shall be able to get a clear-cut²⁰⁰ picture of every face in the audience. My intention is to use the same equipment at the coming²⁰⁰ dinner and to continue using it whenever I have need for it in the future.

Yours very sincerely, (340)

Graded Letters

Stressing Ways to Express "r" (Unit 8, Unit 20)

Dear Reader:

Since March a larger and larger number of bank cashiers are reading the "Auditor." This is as a²⁰ result of the important series of articles being published on the art of working efficiently. A³⁰ large number of cashiers have written us that they are earning more money since they started using the laborsaving¹⁰⁰ ideas suggested by the "Auditor." You, too, can be certain to attract the attention of your³⁰ superior if you adopt a few of those many smart timesaving changes.

This series of articles has proved¹⁰⁰ its merit and certainly deserves the attention of every cashier who wishes to serve his firm best by¹⁰ learning all he can. As a courtesy to a prospective reader, we are reserving for you copies of all⁴⁰ the backnumbers containing the important articles. Of course, we can keep them for you for a short period¹⁰⁰ only. We suggest, therefore, that you insert our order card and your remittance in the enclosed envelope and¹⁰⁰ mail it today.

When this series of articles is complete, it will be reprinted in book form—each article²⁰⁰ becoming a chapter. If you wish us to send you a copy of the book, circle the word "Yes" in the margin²⁰⁰ of the order card and we will consider that your reservation. We hope you will pardon our seeming confidence²⁰⁰ but, after you have read the first few issues, we know you will write the editor that the systems described work²⁰⁰ like a charm.

The articles pertaining directly to your work as cashier will continue for an indefinite²⁰⁰ period. They are written by experts in your field and we guarantee you will learn something new and valuable³⁰⁰ every issue. Fill out the order card now, so as to start your subscription today and get your share²⁰⁰ of the service we are giving our readers.

Cordially yours, (331)

The President's War Message

Delivered before the Joint Session of Congress
December 8, 1941

MR. VICE-PRESIDENT, Mr. Speaker, members of the Senate and of the House of Representatives:

Yesterday²⁰ December 7, 1941—a date which will live in infamy—the United States of⁴⁰ America was suddenly and deliberately attacked by naval and air forces of the Empire of⁶⁰ Japan.

The United States was at peace with that nation and, at the solicitation of Japan, was still in⁹⁰ conversation with its government and its Emperor looking toward the maintenance of peace in the Pacific.¹⁰⁰

Indeed, one hour after Japanese air squadrons had commenced bombing the American island of¹²⁰ Oahu, the Japanese Ambassador to the United States and his colleague delivered to our Secretary¹⁴⁰ of State a formal reply to a recent American message. While this reply stated that it seemed useless¹⁶⁰ to continue the existing dip-

lomatic negotiations, it contained no threat or hint of war or¹⁰⁰ armed attack.

It will be recorded that the distance of Hawaii from Japan makes it obvious that the attack²⁰⁰ was deliberately planned many days or even weeks ago. During the intervening time the Japanese²²⁰ government has deliberately sought to deceive the United States by false statements and expressions of²⁴⁰ hope for continued peace.

The attack yesterday on the Hawaiian Islands has caused severe damage to American²⁶⁰ naval and military forces. I regret to tell you that many American lives have been lost.²⁸⁰ In addition, American ships have been reported torpedoed on the high seas between San Francisco and³⁰⁰ Honolulu.

Yesterday the Japanese government also launched an attack against Malaya.

Last night³²⁰ Japanese forces attacked Hongkong.

Last night Japanese forces attacked Guam.

Last night Japanese forces attacked the³⁴⁰ Philippine Islands.

Last night the Japanese attacked Wake Island.

And this morning the Japanese attacked Midway³⁶⁰ Island.

Japan has, therefore, undertaken a surprise offensive extending throughout the Pacific area.³⁸⁰ The facts of yesterday and today speak for themselves. The people of the United States have already formed⁴⁰⁰ their opinions and well understand the implications to the very life and safety of our nation.

As⁴²⁰ Commander in Chief of the Army and Navy I have directed that all measures be taken for our defense.

Always⁴⁴⁰ will our whole nation remember the character of the onslaught against us.

No matter how long it may take⁴⁶⁰ us to overcome this premeditated invasion, the American people in their righteous might will win⁴⁸⁰ through to absolute victory.

I believe I interpret the will of the Congress and of the people when I⁵⁰⁰ assert that we will not only defend ourselves to the uttermost but will make it very certain that this form⁵²⁰ of treachery shall never again endanger us.

Hostilities exist. There is no blinking at the fact that⁴⁴⁰ our people, our territory, and our interests are in grave danger.

With confidence in our armed forces—with⁵⁰⁰ the unbounding determination of our people—we will gain the inevitable triumph—so help us God.⁵⁸⁰

I ask that the Congress declare that since the unprovoked and dastardly attack by Japan on Sunday, December⁶⁰⁰ 7, 1941, a state of war has existed between the United States and the⁶²⁰ Japanese Empire. (623)

Churchill's Speech Announcing War on Japan

London, December 8, 1941

AS SOON as I heard last night that Japan had attacked the United States, my first feeling was that Parliament²⁰ should be immediately summoned. We are fighting for the maintenance of parliamentary systems, and⁴⁰ it is indispensable to our system of government that Parliament should

play a full part in all the⁶⁰ important acts of state and on all the great occasions in the conduct of the war. The great number of members⁸⁰ who attended in spite of the shortness of the notice shows the zeal and strictness with which the membership of both¹⁰⁰ Houses attend to their duties.

You will remember that a month ago, with the full approval of the Nation¹²⁰ and the Empire, I pledged the word of Great Britain that should the United States become involved in war with Japan¹⁴⁰ a British declaration would follow within the hour. I therefore spoke to President Roosevelt on the Atlantic¹⁶⁰ telephone last night, with a view to arranging the timing of our respective declarations.

The President¹⁸⁰ told me that he would this morning send a message to Congress, which, of course, as you well know, is the instrument²⁰⁰—the constitutional instrument—by which a declaration of war can be made on behalf of the United²²⁰ States, and I then assured him we would follow immediately. (232)

SKY SERVICE

By ELISABETH HUBBARD LANSING

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PART III

Nancy turned her attention to Vance, who still sat grimly silent in the pilot's²⁰⁰ seat. She said nothing, but went quickly to work, tearing his shirt sleeve free to the shoulder to expose the injured arm.³⁰⁰ To her immense relief she found that the break appeared to be a simple one below the elbow. She could tell very³²⁰ little without an X-ray, but she knew she could strap it in place with a splint to protect it from further³⁴⁰ injury.

"You're lucky," she told Vance reassuringly. "It would have been much harder to set if it had been above³⁶⁰ the elbow. Jim and I can fix this up in no time."

"Hurts like the devil," said Vance through set teeth. "Don't know how I could³⁸⁰ have been so clumsy."

"Well, no one had much time to think. I just about got all the passengers strapped in. It's lucky³⁹⁰ none of them were hurt. They're making enough rumpus as it is."

Just at that moment the outside door was flung open⁴¹⁰ letting in a rush of snow-laden wind, which sent a shiver down Nancy's spine. It seemed to blow with a threatening⁴³⁰ intensity when felt at close quarters and Nancy tried not to think what their situation would be after a⁴⁵⁰ few hours of such heavy, wind-driven snow.

Jim entered carrying several long sticks of wood. "These do?" he asked. "We⁴⁷⁰ must have landed in someone's bean patch, because there are lots of these sticks around. Probably used as markers."

"That's fine,"⁴⁹⁰ replied Nancy. "Now, if you'll help me for just a second, we can set this arm and bind it up."

Nancy kept her eyes⁵¹⁰ on the injured arm while Jim, under her direction, pulled the broken bone

into place. She knew that Vance was suffering³²⁴⁰ intensely and she hated to look at his pale, lined face. At last the splints were in place and Nancy was binding³²⁹⁰ them firmly with rolls of bandage.

"Whew," exclaimed Vance, as he gazed at the stiff mass of bandage covering his useless³²⁸⁰ arm, "I'm glad that's over. What a time to get smashed!"

"Don't you worry about that," said Jim. "Nancy, get him some black³³⁰⁰ coffee, will you?"

While Vance drank the scalding coffee, Nancy turned to him. "Where are we, have you any idea?" she³³²⁰ asked. "I want to be able to tell the passengers something."

"As far as Vance and I can make out, we're about twenty³³⁴⁰ miles from that emergency field. We could have made it in any ordinary circumstances, but that storm³³⁶⁰ broke altogether too suddenly for my taste. Never saw anything like it. Must have been totally unexpected³³⁸⁰ to all the weather people. They knew there was snow in the air, but this was more like a tornado. Came right³⁴⁰⁰ out of the north without much warning."

"Probably been waiting up at the North Pole for us to come along," remarked³⁴³⁰ Vance, who had recovered somewhat under the influence of the coffee.

"Anyway it got right in our path and³⁴⁴⁰ I landed on the first smooth spot I could find. According to our map there isn't much of a town anywhere near³⁴⁶⁰ here, but—"

"Do you mean we're right out in the wilds?" cried Nancy. She looked at Jim in slowly dawning horror. In this storm³⁴⁸⁰ they might easily be snowed in for days, unless someone were to come to their rescue. She knew there was food for one³⁵⁰⁰ meal at least, but what would happen if no one came for several days?

"Now don't look like that," said Jim. "Everything³⁵²⁰ is going to be all right. I'm going right out to scout around and see if there isn't a farmhouse nearby. There must³⁵⁴⁰ be, because we're certainly in somebody's bean field. The map doesn't show anything, but I'll find something."

"But, Jim!"³⁵⁶⁰ Nancy's voice shook. "You can't go out there. The snow is absolutely blinding! It's almost black as night. You'd be foolish³⁵⁸⁰ to go. Suppose you get lost?"

"I won't get lost. I'm a regular St. Bernard. Besides it's not as black as you think.³⁶⁰⁰ I've got to go now, before it gets any darker, though, or the snow any deeper. I'd never get a foot in³⁶²⁰ another hour or so."

Nancy knew it was useless to protest any further and she watched Jim bundle himself³⁶⁶⁰ into his heavy flying coat. She saw him slip a small hand compass into his outer pocket and she realized³⁶⁸⁰ that he was taking it in case he lost himself and had to find his way back to the plane in the storm. She looked³⁷⁰⁰ at him beseechingly.

"Don't look so woebegone," he said laughing. "No good scout goes out without a compass. Fortunately,³⁷²⁰ I know our position here right down to the dot. I'm going to rouse out a farmer and send him running.³⁷⁴⁰ You wait and see."

"Good luck, Jim," said Nancy faintly.

"I'll be seeing you," replied Jim airily, and in another³⁷⁶⁰ second he was gone.

"Wish I hadn't been so clumsy," mourned Vance. "I ought to be doing that."

"Don't blame yourself for something³⁷⁸⁰ you couldn't help." Nancy tried to speak cheerfully. "I've got to get back to the passengers. They're probably having³⁷⁹⁰ a fit, after seeing Jim go off like that."

She turned to leave the cabin and, as she did so, her eyes fell on³⁸⁰⁰ the radio transmitter near the door. "Vance," she cried, whirling about her voice high with excitement, "the radio!³⁸²⁰ What's the matter with Jim that he didn't think of it? We can send a message where we are and—"

Something in the glance³⁸⁴⁰ of mingled contempt and pity which Vance gave her, cut her off short.

"Don't you think that's the first thing he thought of?" asked Vance³⁸⁶⁰ wearily. "The radio's busted."

"Busted?" repeated Nancy. "But how? What's the matter?"

"I don't know. The landing³⁸⁸⁰ must have crossed some wires somewhere. Jim tried to fix it, but he couldn't. It's dead as a doornail, both transmitter and³⁹⁰⁰ receiver."

He spoke in a tired, discouraged voice, as though the failure of the radio was the last straw in a³⁹²⁰ series of calamities. Nancy knew that the pain from his arm was probably the chief cause of his depression³⁹⁴⁰ and she tried not to let herself be affected by his tone.

With the radio dead all hope of immediate³⁹⁶⁰ communication with the outside world was gone, but Nancy refused to dwell on the dark side. She had an unshakable³⁹⁸⁰ faith in Jim and would not have been at all surprised to see him return with twenty sturdy farmers at his⁴⁰⁰⁰ heels.

"Never mind, Vance," she said cheerfully. "Jim will be back soon. Come out into the cabin and don't sit brooding in⁴⁰²⁰ here."

Vance followed Nancy and Tommy leaped to his feet as he caught sight of the injured pilot. "Sit here, sir!" he called⁴⁰⁴⁰ eagerly. "Take my seat. I don't want to sit down." He was so insistent that Vance could not refuse and sat down with⁴⁰⁶⁰ a sigh of relief. (4064)

(To be continued next month)

Glass Cloth for Defense

GLASS CLOTH, made of exceedingly fine fibers drawn from melted glass, is finding important uses in the national² defense program. Use of this material in battleship construction has saved weight equal to that of the⁴⁰ fuel oil consumed on a six-day cruise, according to the "Technology Review" of the Massachusetts⁶⁰ Institute of Technology, where extensive work on application of scientific research to military⁸⁰ projects is carried on. The use of glass cloth in pipe wrapping alone saves seventeen tons on a battleship,¹⁰⁰ and there are scores of other uses for the product. (109)

By Wits and Wags

HE was a stout man, with large, broad feet, and although several pairs of boots were shown to him he refused them.

"I must²⁰ have square toes," he explained to the salesman.

The young man sighed. "But square toes are not stocked now, sir," he insisted. "Pointed⁴⁰ toes are fashionable this season."

The stout man gave an angry stare. "That may be," he retorted, "but I happen⁹⁰ to be wearing last season's feet." (62)

THE flying field was crowded at the finish of the air race, and great was the astonishment when the winning plane²⁰ descended and out of it stepped an unknown amateur. Representatives of the press surged forward.

"Wonderful¹⁰ achievement!" the spokesman shouted. "You've broken all records for a non-stop flight. How did you do it?"

"Well, to tell you⁹⁰ the truth," the young fellow answered modestly, "I think luck had a lot to do with it. I didn't find out until⁹⁰ five minutes ago how to stop the darned thing." (88)

THERE was a bad fire at Jim Witsen's farm last week. The blaze was put out before any damage could be done by the²⁰ volunteer fire department. (25)

"ARE you still bothered by those relatives of yours who come down from town to eat a big Sunday dinner and never²⁰ invite you in return?" asked Mrs. Smith.

"No," said the unfortunate victim, "they finally took the hint."

"What did¹⁰ you say to them?" asked Mrs. Smith eagerly.

"Nothing was said," explained the other, "but we served sponge cake every⁹⁰ time they came." (62)

January Transcription Project

Mr. Frank Myer
785 Red Road
Teaneck, New Jersey

Dear Mr. Meyer:

When a cabinet²⁰ falls, a king abdicates, a game is won or lost—that's news.

When better things are sold at lower prices—that's news,⁶⁰ too. And the intelligent reader seeks in the columns of his evening newspaper the day by day story of⁶⁰ this important event, too.

The advertisements in the Daily Recorder bring you news of importance—changes⁶⁰ of style, betterment of service, lowering of prices. We hope you will make it a habit to follow this news⁶⁰ and profit from it.

The attached page of advertising by the Scott Pearce Company—which appears on Tuesday in²⁰ the Daily Recorder, Bigtown's Best Newspaper—has important news for the home and home-maker. We believe you¹¹⁰ will find it worth your while to study it carefully.

The Scott Pearce Company will have other advertising news²⁰⁰ of this nature in the Daily Recorder from time to time. We suggest that you watch for it.

Very truly yours, (180)

Miss Alicia Billings
Transcription Supervisor
Lakeside Production Corporation
Chicago, Illinois²⁰

Dear Miss Billings:

The best light available is none too good for a typist working at high speed and aiming at⁶⁰ perfection of workmanship in every detail. That's

why we installed the most modern kind of fluorescent lighting⁹⁰ throughout our letter-service plant—just another step in our year-in and year-out habit of keeping up to⁸⁰ date.

Incidentally, we have a completely equipped machine and repair shop where our equipment is kept in¹⁰⁰ perfect repair at all times.

We realize that you are probably too busy to visit us—so to give you²⁰ an idea of what our plant looks like these days, with our new lighting in full action, we bring you the picture on¹⁰ the inside of this letterhead. Of course, you are always welcome if you can find time to visit us.

Cordially yours, (160)

Keep Busy to Keep Happy!

(January O.G.A. Membership and Contest Copy)

I KNOW A MAN who married a woman with a lot of money. He doesn't have to work. He tells me that he doesn't²⁰ know what to do with himself. Almost every afternoon he goes downtown and attends the movies. He often¹⁰ takes in a whole string of them in one afternoon, starting in as soon as they are opened up.

The man who has⁹⁰ to work can thank his lucky stars he has something to life for. When a man has all the money he needs and loaf²⁰s the days away, he does not enjoy them. True joy comes from doing something worth while, from going out to meet the day with¹⁰⁰ its new experiences, its new trials and problems. Workers are the healthiest and happiest lot of folks²⁰ on earth, especially when they have found the work they love. To keep happy, keep busy. (135)

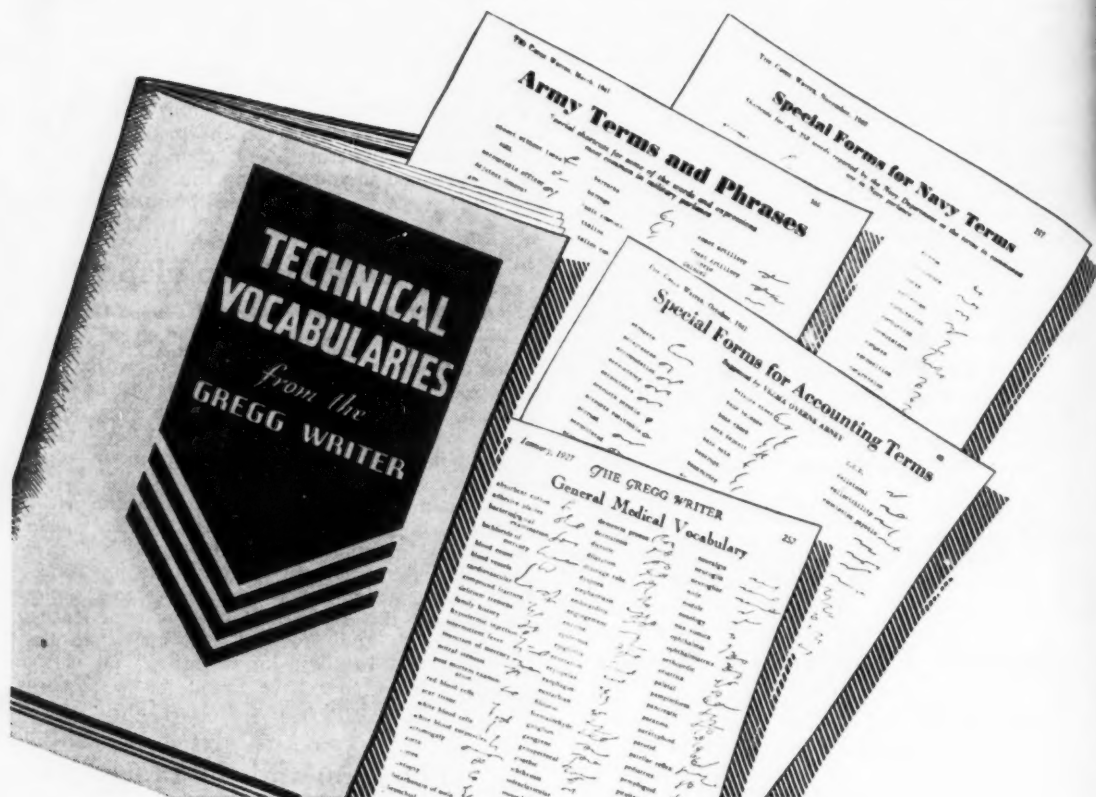
The Lion and the Hare

(Junior O.G.A. Test)

A LION came across a hare who was asleep in a thicket. He was just in the act of seizing her when a²⁰ fine deer came trotting by. Leaving the hare he followed the deer. The hare frightened by the noise, awoke and ran away.⁴⁰ After a very long chase the lion failed to catch the deer and came back to feed on the hare. On finding that the⁶⁰ hare also had gone, he said, "I am served just as I ought to be for having let go the food which I had in my⁹⁰ hand for the chance of obtaining more." (86)

A MIMEOGRAPHED BULLETIN, entitled *Suggestions for Teachers of Classes for Youth Employed in Business Education on N.Y.A. Work Projects*, is available on request, without charge, from the Federal Security Agency, U. S. Office of Education, Washington. The purpose of the bulletin is (1) to acquaint teachers and school administrators with the program of business-education for youth employed on N.Y.A. work projects and (2) to indicate the kind of business education best suited to N.Y.A. workers.

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